E
E 17
Tshaf 10.7.59
112

TRAINING IN EXTENSION EDUCATION

A Guide Developed by Instructors

Extension Training Centres and Home Science Wings

All-India Work Seminar

HYDERABAD

JUNE 29—JULY 10, 1959

134

Directorate of Extension

Ministry of Food & Agriculture, Government of India

New Delhi

"It is not man's knowledge of Technology alone, but what he does with it, that is of transcending importance."

J. P. L.

Distributed to participants of All India Work Seminar
at 11 a. m., on July 10, 1959.

C.D. 2h

F O R E W O R D

By 1963 about 50,000 "Gram Sevaks" and over 10,000 "Gram Sevikas" will be working in the villages forming the link between the villagers and the government departments. Upon their ability and skill will depend the success or failure of the field Extension work to bring about technological improvements in agriculture and all-round development in the villages. Such skill is initially acquired through the training imparted to them in the Integrated Extension Training Centres which have thus a tremendous responsibility with regard to the economic development of the country. Consequently, the quality of teaching in these institutions, which in turn will depend on the calibre of the teachers and the methods and techniques used by them to impart training most effectively ~~is~~ of paramount importance to the Nation. The All-India Work Seminar was organised to acquaint the Principals and Instructors of the Extension Training Centres with the latest methods and techniques used in training in order to raise the standards of teaching in these institutions.

(J.V.A. Nehemiah)
Extension Commissioner
to Government of India.

C O N T E N T S

Page No.

Foreword

Introduction 1

PART I - DIGEST OF LECTURES

Education in Community Development
Dr. J. Paul Leagans 3

Philosophy & Principles of Extension
Dr. H.W. Butt 10

How farmers accept new ideas
K. Venugopal 15

Result and Method Demonstration
Miss Ellen L. Moline 20

Process of Classroom and Extension Teaching
Dr. J. Paul Leagans 24

Developing village programmes
Dr. H.W. Butt 34

Principles of learning and teaching
K. Venugopal 40

How to give a talk ... Miss Ellen L. Moline 44

Group leadership and methods
Dr. H.W. Butt 46

Effective use of library-K. Venugopal 53

Effective use of visual aids
Miss Sybil D. Bates 56

The Communication Process
Dr. J. Paul Leagans 63

Methods and techniques of evaluation
Shyam Narain Singh 70

Responsibilities and opportunities of instructors. Dr. J.C. Ramchandani. 76

Effective techniques of conducting a class. Dr. B.N. Lal. 82

Making practicals educational. G.S. Vidyarthi. 95

Effective use of syllabus. Dr. B.N. Lal. 102

PART II - WORK GROUP REPORTS

WORK GROUP I. Visual aids. 112

WORK GROUP II. Result and method demonstration. 117

WORK GROUP III. Philosophy and principles of extension. 126

WORK GROUP IV. Conducting a class. 135

WORK GROUP V. Course outline and lesson plan. 143

WORK GROUP VI. Group leadership and group methods. 153

WORK GROUP VII. Principles of learning and teaching. 161

WORK GROUP VIII. Development of village plan. 172

WORK GROUP IX. Practicals. 183

WORK GROUP X. Evaluation of V.L.Ws. 193

SEMINAR STAFF.................................. 201

PARTICIPANTS.................................. 203

INTRODUCTION

Dr. J.C. Ramchandani
Director of Extension Training

As a result of the recommendations of several National level conferences on the improvement of quality of training in the training centres, it was proposed by the Directorate of Extension, under the Second Five Year Plan, to establish four regional Extension Education Institutes, where Principals and Instructors of Training Centres could be trained in Extension Education.

Under the scheme, about 1,150 Principals and Instructors had to be trained and on the basis of four institutes established immediately and about 100 trainees trained each year per institute, it would have taken minimum three years to train all of them. By that time all the gramsevaks and gramsevikas would have completed their training without deriving any benefit from trained teachers. To overcome this difficulty, it was decided to train all the Principals and Instructors at ten short work seminars of eleven days duration in Extension Education and Teaching methods with the objective to provide a learning experience leading to an increased understanding of class room and extension teaching processes and how to operate an Extension Training Centre most effectively. Keeping this in view, the best available team of experts in the country on Extension Education was assembled to assist with the seminar.

This is the sixth work seminar of its kind in which Instructors from all the Training Centres have participated. After the inaugural address by Shri Kunj Behari Lal, I.A.S., Deputy Development Commissioner and Deputy Secretary, Planning, Government of Andhra Pradesh, the scheduled programme started. The plan of operation of the work seminar was so designed as to meet the special requirements of the topics for ten work groups which were the hub of the seminar. Each group had an Instructor as leader and worked under the guidance of a Consultant. The entire mornings were devoted to lectures by experts and entire afternoons to group study and analysis.

The material for group thinking on assigned topics was provided by the morning lectures, advice from Consultants, reference books in the library and wide experience of Instructors.

The reports of the ten work groups were presented to all participants on the last two days. The participants expressed much satisfaction and felt that they had benefited greatly from this work seminar. This training, they thought, will have considerable impact on the training of gramsevaks and gramsevikas.

This handbook represents the considered judgment of many field workers, expert lecturers, instructors and the staff of the Directorate of Extension. It will be noticed that the material is not in the form of recommendations, but rather it consists of suggested methods, procedures and techniques for improving the quality of training in the centres.

This summary record of the proceedings of the work seminar should be useful as a reference handbook. Readers should recognise, however, that it is not intended to be a finished product in either content or editorially. The material is intended, therefore, only to represent the kind of thinking done by the groups. It is recommended for careful reading and study by all extension workers and specially instructors.

The staff of the Directorate of Extension acknowledges with thanks the great contribution to the success of the seminar by the officers of the Government of Andhra Pradesh; the Vice Chancellor and staff of Osmania University. Many other experts from various States and institutions whose names will be found in the following pages, made significant contribution, especially Dr. J. Paul Leagans of the Ford Foundation. It was the extensive cooperation of a large number of administrators, specialists and the effective work of about 68 instructors from all parts of India that made the seminar both possible and successful.

.-.-.-.-.

EDUCATION IN COMMUNITY DEVELOPMENT

Dr. J. Paul Leagans

The central force and controlling factor in India's Community Development National Extension Service Programme is Education. Education in any form, defined simply, is the production of changes in human behaviour. The kind and extent of changes in people's behaviour resulting from their participation in educational activity, therefore, is the sole criterion by which the success of the programme must ultimately be judged.

You at this institute are engaged in a great educational undertaking and are here to learn more about it. The most important aspect of education is that it involves learning. Your central commitment, therefore, is to promote learning. Learning helps people to self-attainment. You are engaged, then, in the business of "helping people learn how to help themselves". Since your means for attaining these ends are educational ones your true objectives can only be accomplished to the extent that you are able to bring about changes among people in:

a. What they know -- their knowledge
b. What they think and feel -- their attitudes
c. What they can do -- their skill
d. What they do -- their action

Now, it is some of the central elements in the educational process that I was asked to help you consider during this period. We will identify and examine four basic elements of the educative process; namely:

1. Man himself
2. Man's environment
3. Devices created by man to improve himself
4. Relationship between these elements

I. A view of Man Himself

To make man realistic, suppose we call him Shri Indian Villager. Here are some of the things you must see when you look at him.

A. You must see the villager as an individual human personality with many inherited traits, tendencies and capacities that create forces which tend to shape what he thinks, what he does, and how he does it. You must see him as an independent unit in a social and economic system. You must see him influencing this system and being influenced by it. You must see him with a personality, the nature of which is the product of his inherited traits shaped by influences exerted on him by forces in the environment in which he has existed. You must see this individual personality as one capable of independent action, as well as group action.

B. You must see the villager with a brain. This is one of the most wonderful and most complex mechanism in the universe. It is to this day the greatest mystery man faces. His brain has capacity to learn, to think, to reason, to understand, to remember, to judge, to decide and with a number of other important traits. You must see this instrument as the central system that controls his behaviour. We must recognize, and remember as educators, that changes in the mind of man must always precede changes in the actions of his hands.

C. You must see the villager with a heart. Like his brain, this is one of man's most wonderful and essential organs. What is it like?

1. It has great capacity to feel various emotions including love, hate, confidence, fear, sadness, happiness, resistance and acceptance. These are kinds of emotions that all people experience. They are expressions of attitudes or tendencies to accept or reject things. Attitude is the most potent force in determining man's behaviour when he is free to act as he chooses.

2. <u>It desires to resist</u> such acts and conditions as innovation, imposition, poverty, disease, ignorance, strangeness, scorn, force and unfriendliness. These traits tend to be common in the hearts of man. An understanding of their role in determining his behaviour is crucial to effective educational approaches.

3. <u>It desires to improve</u> knowledge, skills, food, clothing, home, family, health, income, creativeness, friendship, independence, leadership, usefulness, and in a number of other ways.

All of these traits tend to be common in the hearts of all men. The intensity or strength with which they exist in different people varies widely, but their existence is constant. These items are highly significant in forming educational approaches. They represent some of the basic objects at which appeals for change can be aimed with good change of success.

D. <u>You must see the villager with physical power and skill</u>. The physical power man can exert per pound of his weight is near the top among all animals. This ability is not only the result of his physical, toughness and durability, but of his ability to apply his power effectively. The physical skill man has, and is capable of developing, is nothing less than marvelous. To be convinced of this, one needs only to observe the performance of a great athelete a great musician, a great medical surgeon or an artist with brush in hand.

E. <u>You must see the villager with great capacity for developing himself</u>. We have said that man has great brain power, emotional power, and physical power. These are always capable of development to a high level of performance if properly trained and motivated. From the standpoint of education, man's potential for attainment is yet unknown. The capacity of man to develop himself is the most fortunate characteristic of the human race. His ability to improve himself is the primary difference between man and the lower species of animal. Man's progress is highly related to his education. So, with education, man does not have to exist over time in a

state of poverty, ignorance, and disease. He has within himself inherited traits and capacities to lift himself from the depths of these inhuman, unnatural conditions to levels of economic well-being, literacy and health in keeping with man's intended status on the universe. He needs only to be encouraged and shown the way.

All of the foregoing characteristics, traits, desires, forces and capacities of man are the result of his inheritance as modified and shaped by his environment.

The speed with which man makes progress and the extent of progress he makes depends largely on (1) his ability, (2) the determination generated within his heart and mind to improve himself, and (3) the conditions in his environment that discourage or encourage his development.

II. Man's Environment

The second major element involved in the educative process is the environment in which man lives. We said earlier, that man is the product of his inheritance as shaped by the environment in which he has lived. Every human being finds himself existing within an environment that exerts control over his behaviour. Man is rarely, if ever, in position to act just as he chooses. This is so because he is a social being and consequently has concerns for the elements in his environment, including other people.

The items found in the environment of people vary, both in form and degree. They are created largely by nature, but some are created by man himself, if not by design, by default. Some of them are easily modified or overcome; others are very difficult to change. Some are advantageous to man and do not need modification; others serve to his disadvantage and must be modified or adjusted in order to make progress. It is with those forces imposed on man by his environment that hinder progress that he must be concerned. Regardless of his economic and social conditions, there are usually external forces in his environment that he must learn to deal with and overcome to survive and

make progress. So, just as there are internal forces coming from man's inheritance that tend to determine his behaviour, there are external forces coming from conditions in his natural environment that tend to control what he does and how he does it.

III. Man-created Forces for his Own Improvement.

This group of forces represents the third major element in the educative process. Since Independence and especially since 1952, many additional trees have been grown and added to the forest in which Indian villagers find themselves today. These trees have been supplied through the creation of the Community Development - National Extension Service Programme and related activity. These additional forces represent those created by man for the purpose of promoting his own development. In the villager's view these forces tend to further complicate his problem, way of life and his way of making a living for himself and his family. They sometimes make him uncertain of his action and position. This is so because they place before him alternative courses of action and, therefore, place him in the disturbing position of having to make decisions about what to do - whether to accept the new or continue with the old ways of thinking and doing. These forces are of course, created for his own improvement by his national leaders, but he often finds their use questionable. He sometimes looks upon them in hazy light if not in almost total darkness. What are some of these man-created factors now added to the villager's environment that exert additional forces on him?

IV. The Way Out:

After our attempt to analyse the three basic elements of educative process; namely, man himself, man's environment, and devices created by man to improve himself, let us now turn to a very significant question. Are there ways out of the deep, dark and complicated position in the forest of life for Shri Indian Villager? If so, what are they? Are there rays of light for him? If so, what are they, and what must he do about them?

Extensive research and large bodies of cumulated experience related to man's behaviour and the educative process has provided us with a number of highly valid and useful guides. Anyone attempting to teach people

must understand these if he is to be effective; they have universal application; they are basic principles. Some of these fundamental guides which all educators find useful to understand, and to be continuously aware of, are the following:

1. Man everywhere is in a constant state of attempting to create and maintain a satisfying adjustment between internal forces created by the human desires, traits and capacities he inherited, and external conditions and forces imposed by his environment, both natural and man-created.

2. Man is constantly out of adjustment in certain ways with the forces in his environment. Usually he is not in a Utopian situation. He rarely, if ever, is in complete harmony with his environment. He probably always has problems. There is usually some conflict situation existing between internal forces represented by feelings, desires, capacity, and external forces with which he must deal.

3. To the extent that man's inner forces are out of adjustment with outer forces in his environment, he has needs. Indeed, this is the source from which people's needs emerge. Man's needs are represented by the gap existing between what is and should not be, and what should and can be in his situation.

4. Man's attempts to narrow, or close, the gap between his inner drives and the conditions imposed on him by his environment represent, in true form, his real struggle for survival and improvement economically, socially, aesthetically and morally.

5. To help man narrow, or close, this gap is the true objective of the educator, with education as his tool. It is changes in what people know, what they believe, what they can do and in what they actually do that holds the key to progress.

6. Permanent change in man's behaviour comes only from within; it cannot be successfully imposed from without. This requires education. If changes are to be sound socially, permanent physically and enduring

educationally, they must emerge from people's own decisions to act and result from their own effort. Internal changes in the knowledge, understanding, desires, feelings and capacities of people must precede outward expressions of changed ways of doing things for their own improvement. In short, changes in the mind of man must precede changes in the actions of his hands.

7. Man is endowed with internal desire for improvement. He needs only to be shown the paths clearly and convincingly and helped to gain the necessary skills to travel them.

8. In the process of adjustments between internal desires and external forces, man tends to be concerned with his biological, economic, social and aesthetic needs in that order, with moral values pervading and influencing both the form and content of the entire process.

9. External stimuli must be created by man himself, designed for and used to promote his progress. Historically, in societies without man-invented institutions and forces for the application of external stimuli in the direction of economic and social improvement, progress in these directions has tended to be slow, or almost non-existent. For example, India before Independence. In contrast, societies with effective man-created agents of change have tended to progress comparatively rapidly. For example, India since Independence, and particularly since the creation of the Community Development National Extension Service Agency.

From these facts, it is clear that in democratic societies man-created agencies of education to promote his own economic and social progress are necessary to accelerate his development. These institutions then, must aim at the single purpose of bringing to bear on the people through educational means, and with their participation, external stimuli designed to activate the smoldering powers of people and to guide their aroused natural internal forces in an attack on needed economic and social improvement.

...

PHILOSOPHY OF EXTENSION, BASIC PRINCIPLES OF EXTENSION EDUCATION AND QUALITIES OF A SUCCESSFUL EXTENSION WORKER

Dr. H.W. Butt

What is Philosophy?

Philosophy is defined as "the knowledge of the causes and laws of all phenomena, the collection of general laws and principles - a body of principles underlying human activity."

What is Extension?

The term "Extension" is comparatively a new term to us in India - It originated in the U.S. where it grew out of a historical situation during the days of Abraham Lincoln. This created the basis of the system of Land Grant Colleges.

Extension work in the U.S. is largely the result of the working together of two great forces -- Agriculture and Education.

Extension work is then "an out-of-school system of education" where both young and old learn by doing.

It is a partnership between the government, the land-grant colleges and the people, which provides service and education designed to meet the needs of the people.

The fundamental objective of extension is the development of the people.

Extension Service in India

The practical service of extension which we are building is different from the extension work in our countries. It has to meet the particular needs and to suit the character of our country.

Extension in India was started when great changes were taking place. We must try to find out what it can offer towards solving the problems of India. How can it be modified to fit into rural India? Extension faces a large task.

Existing situation.

a. population pressure
b. low income per capita
c. heavy burden on agriculture
d. subsistence living
e. Indian villager not "backward"
f. Indian villager not "ignorant"
g. Desire for change
h. Superstition, custom and tradition
i. Firmly established net-work of culture patterns.

Peculiar setting:

1. Extension faces a large task.
2. It will have to assist at the birth of a new life for Indian villages.
3. Change will have to be gradual - it should not disturb the culture pattern too suddenly.
4. Mental security of the villager should not be endangered.
5. Extension has to first create a demand for its services.

Philosophy of Extension in India:

Extension is Education. Its purpose is to change attitudes and practices of the people. The development of the village family in its relationship to the village should be the guiding philosophy of Extension work.

Extension in India means:-

1. Education for all village people.
2. Changing of attitudes, knowledge and skills of the people.
3. "Helping people to help themselves."
4. "Learning by doing" and "seeing is believing."
5. Inspiring people to achieve their desires by working out ways to satisfy them.
6. Working with men and women, boys and girls.
7. Development of the individual in his everyday life.
8. Working in harmony with the culture of the people.
9. A two-way channel - it extends scientific information to the village people - it also takes the village problems for research.

II. Basic principles of Extension Education.

What is meant by Education?

Education has been defined as "production of desired changes in human behaviour - production of desirable changes in knowledge, skills and attitudes, either in all or in any one of them."

1. Knowledge or things known
2. Skills or things done
3. Attitudes or things felt

Little attention has been given to changing attitudes. Changes in attitude occur:-

a. as a natural result of changes in age levels.
b. as a result from assumption of new responsibilities.
c. change in status.
d. personal or national crisis.

Concept of the educational process

Man is a living creature and has needs. A "need" implies a lack of something -- a lag between what is desired and what exists. It is represented by the difference or gap between "what is" and "what should be."

Two kinds of needs:

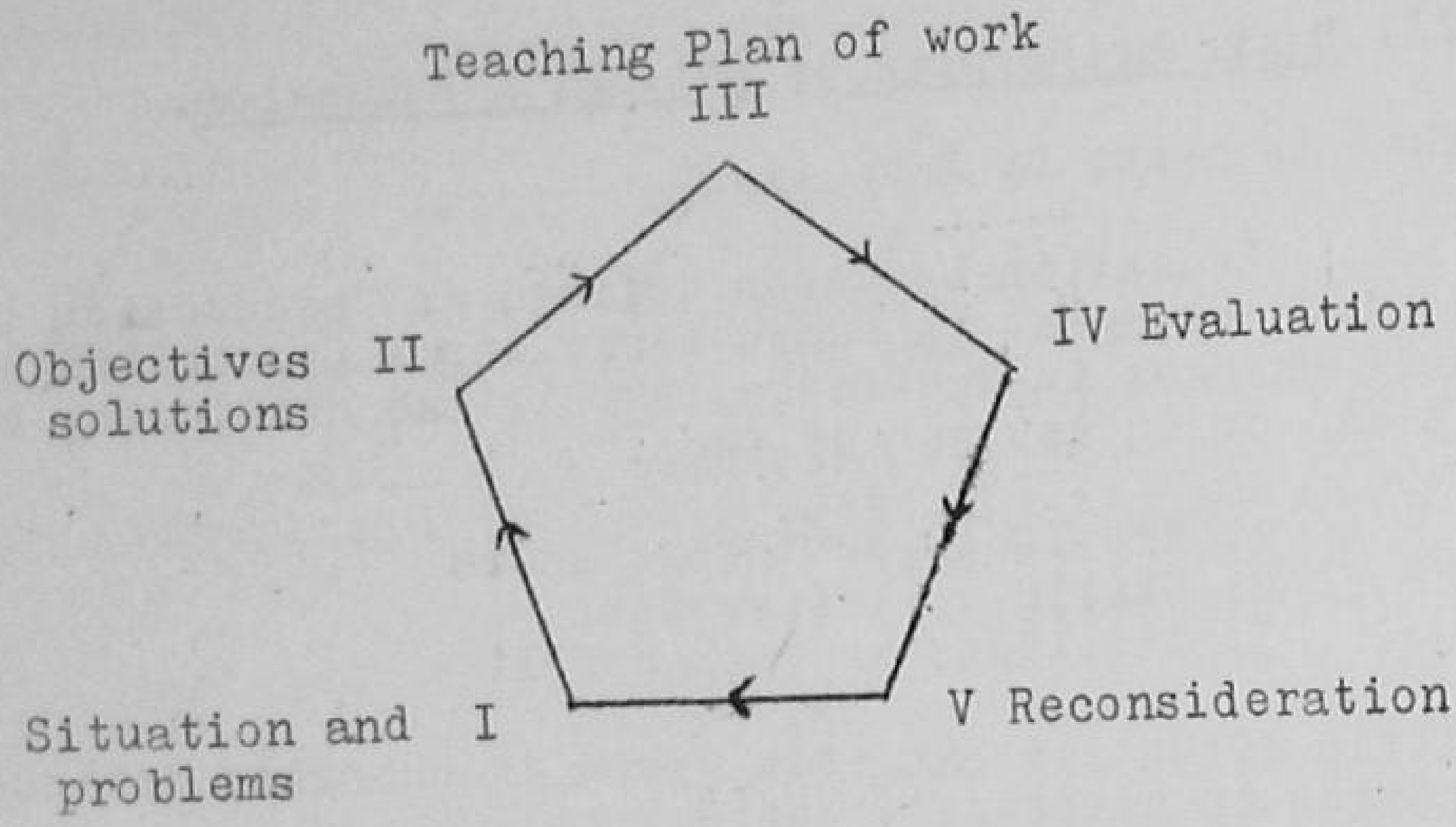
1. Felt or recognised
2. Unfelt or unrecognised

What ought to be   Goals or objectives

Gap { Need

Situation / What is / Status - quo

The concept of Extension Educational Process according to Professor Leagans indentifies five essential phases :



I. Analysis of the situation - - facts interests, educational needs.
II. Objectives -- general and specific
III. Teaching plan of work -- content, methods and techniques.
IV. Evaluation of the teaching -- to what extent the objectives have been reached.
V. Reconsideration -- after evaluation -- review of previous efforts.

Planning, learning and evaluation are taking place continuously in varying degrees, throughout all phases of extension activities.

Some guiding principles for the application of Extension Education:-

1. Extension work is based on the felt needs of the people.
2. The programme of Extension should not be stereotyped - Needs differ from village to village from block to block and from State to State.
3. Extension work should be in harmony with the culture and understanding of the people.
4. The extension worker must have an attitude to:-

    a. learn from the people
    b. work with all classes of people
    c. actually participate in the demonstrations
    d. accept frankly that he does not know when he does not have the answer

III. Qualities necessary for a successful Extension Worker:

1. Skill in human relations
2. Ability to plan
3. Ability to organize people and things
4. Skill at communication - power of expressiom
5. Skill at inquiry.
6. Ability to provide learning experiences to teach.
7. Ability to clarify objectives and state them so they are useful in guiding extension activity.
8. Compassion in action.
9. Ability to evaluate.
10. Initiative.
11. Tact.
12. Courage
13. Friendliness
14. Integrity.

. . .

HOW FARMERS ACCEPT NEW IDEAS?

K. Venugopal

Extension workers are often faced with some questions. These are:

(1) Where do most farmers get their new ideas?

(2) Some farmers accept new ideas and put them into practice faster than others. Why?

(3) In some villages all the people seem to accept new ideas quickly and in others nearly all the people are slow to take to things. Why?

(4) Some ideas are accepted more rapidly than others. Why?

(5) The same or similar ideas are rejected or accepted slowly at one time but rapidly at another. Why?

Answers to some of these questions may be found, if the extension workers understand the process by which farmers accept new ideas. This process is known as the 'Diffusion Process'.

I. STAGES OF THE DIFFUSION PROCESS

The 'Diffusion Process' is not simple. It is not an unit act. It is a complex one and involves a scheme of thoughts and actions. It can be broken down into five stages as follows:

1. Awareness: At this stage the individual learns of the existence of the idea or practice, but has little knowledge about it.

2. Interest: At this stage the individual develops interest in the idea. He seeks more information about it and considers its general merits.

3. Evaluation: At this stage the individual makes mental application of the idea and weighs its merits for his own situation. He obtains more information about the idea and decides whether or not to try it.

4. Trial: At this stage the individual actually applies the idea or practice, usually on a small scale. He is interested in how to apply the practice; in amounts, time and conditions for application.

5. Adoption: This is the stage of acceptance leading to a continued use.

The first three stages can be grouped under 'mental trial' and the other two under 'physical trial'. These steps are highly generalized ones. They are influenced by cultural differences and social systems. At any stage, the recommendation can be thrown off. There can be jumping from one stage to another. If the farmers have faith in the worker and his recommendations, they may jump from 'evaluation' to 'adoption'.

II. SOURCES OF INFORMATION

An integral part of the acceptance process is the communication of information at these various stages. Information is communicated through various channels, which may be generally classified as:

a. Mass media (News papers, magazines, radio, circular letters etc.)
b. Government agencies
c. Neighbours and friends
d. Salesmen and commercial dealers

The influence of the above channels of communication at the various stages is as follows:

1. At the "awareness" stage
   a. The people first become aware of a new idea through mass media;
   b. The second important source was Government agencies;
   c. The third most important source was neighbours and friends;
   d. The least important source in making of people aware of new ideas was salesmen and dealers.

2. At the "interest" stage

   At the interest stage sources of communication follow the same pattern as at the awareness stage.

   a. Mass media again rank first;
   b. Government agencies take a second place;

      These are closer to one another.

   c. Neighbours and friends at the third;
   d. The salesmen and the dealers are the fourth;

      These are not very important.

3. At the "evaluation" stage

   At the evaluation stage there is a change in the priority of the communication sources.

   a. The most important source is neighbours and friends;
   b. The Government agencies rank second;
   c. Mass media rate a third;
   d. Salesmen and dealers are as usual the fourth.

4. At the "trial" stage

   At the fourth stage -- the trial stage -- the priority of the sources of communication is as follows:

   a. Neighbours and friends;
   b. Government agencies -- If change is complex, this will rate high;
   c. Mass media;
   d. Salesmen and dealers -- The effect of these increases, if the change is simple.

5. At the "adoption" stage

   The priority is more or less the same as in the 'trial' stage. But, it is satisfaction that plays an important role.

III. COMPLEXITY OF IDEAS

Rate at which individuals go through various stages of 'Diffusion Process' varies to a great extent on the complexity of the idea involved. The ideas are classified into four different categories:

1. A simple change -- This is a change in materials such as increasing the use of fertilizer from 100 lbs. per acre to 200 lbs.

2. Improved practice -- This involves a change in technique. An example would be switching from broadcasting fertilizer to proper placement.

3. Innovation -- An innovation is a change which involves not only a change in material but also a complex change with regard to its use. Example: Use of hybrid corn.

4. Change in enterprise -- This involves many innovations. An example, is a change from a diary herd to a beef cattle herd.

IV. DIFFERENCES AMONG INDIVIDUALS

(1) Innovators: The first people to adopt a new idea are innovators. They adopt ahead of other people. A community may probably have one or two innovators.

(2) Early adopters: They are younger than those who have a slower adoption rate but are not necessarily younger than the innovators. They have a higher education than those who adopt more slowly. They participate more in the formal activities of the community. They also participate more in Government programs. They read papers and magazines and receive more bulletins than people who adopt later.

(3) Early majority: The people in this category are most likely to be informal leaders. They are not elected to their position. Other people receive their opinions. These people tend to associate mainly in their own community. They value highly the opinions, their neighbours and friends hold about them, for this is their main source of status and prestige.

(4) Majority: Those in this group have less education and are older than the early majority. They form the major part of formal organisational membership. They take and read fewer papers, magazines and bulletins, than those of early majority group. They do not participate in as many activities outside the community as do people who adopt earlier.

(5) Nonadopters: They have the least education and are the oldest. They participate least in formal organisations.

V. CONCLUSION

It has been pointed out in the foregoing that there are:

(1) five stages in the adoption of an idea when it is carried through a practice;

(2) four information sources which have influence at the different stages in the 'Diffusion Process'; and

(3) four types of adopters plus the nonadopters.

...

RESULT & METHOD DEMONSTRATIONS

Miss Ellen L. Moline.

The methods or techniques selected by the village worker are an extremely important matter. Which one to choose cannot be answered positively. Each has its particular values and limitations. Combinations of seeing, hearing and doing are better than just using one of these factors. Some subject matter lends itself better to one method than another. In selecting methods the Instructor must consider.

1. The audience - the people.

   a. age b. education
   c. income d. sex
   e. background f. etc.

2. The subject matter:

3. The ability of the worker in using a particular technique or method.

This choice of methods should be the result of continual search to find the methods which bring about the results desired. An evaluation of results will help in the decision about which methods to continue, or how to go about strengthening those partly successful, or which ones should be discontinued.

The Result Demonstration is one of the most effective ways of communication because it is practical. A result demonstration is a method in which seeing, hearing, doing are involved in applying research findings already established as successful. Proof that this new practice is successful is there for everyone to see. Result demonstrations are not confined to agricultural practices alone, but include health, home and community practices also.

Comparison is an essential ingredient. The control must be beside the improved one so it can be seen easily. This comparison may be a single practice such as growing in lines versus broadcasting, or using a fertilizer versus using no fertilizer or a kitchen with a smokeless chula versus one with the old chula or a child who has been given milk versus one who has not. By adding one other factor, or two other factors to any of the above, the

demonstration becomes more involved, the factors become more involved, the factors become more difficult to distinguish. The choice of how many factors to use in one plot depends upon the ability of the villager to comprehend what is being shown(taught). Simple clear-cut result demonstrations, from a teaching point of view, are most desirable.

Effective result demonstrations must be very carefully planned:-

1. Preliminary plans made.

   a. Decide exactly what is to be accomplished.
   b. Get all the information possible about the practice to be taught.
   c. Talk it over with the village people. Let them help plan and make the recommendations.

2. Selection of the Site

   a. Should be one where many people going by can see, begin to wonder how this was done, begin to ask questions, and want to adopt the practice.
   b. Should belong to a respected citizen of average income usually, but on all levels of income (low, averages, high), if possible.

3. Make a complete plan of work on paper.

   State: a. Subject selected.
   b. Objectives stated.
   c. Who will do it.
   d. Where it will be done
   e. When it will be done
   f. How it will be done.
   g. How leaders will be involved.
   h. What staff will be involved.
   i. What people will be involved.
   j. Meetings to be held.

      i) Purpose.
      ii) Who will come
      iii) When - date and hour.
      iv) Results expected to be seen.

k. How it will be marked so village people will understand.
l. Publicity desired - new stories, radio, photos.
m. Records to be kept.
n. Evaluation of whole process.
o. Follow-up.

4. Visits to the Demonstration.

Visiting the plot often keeps the interest of the demonstrator high, keeps the eyes of others on the process also. Careful plans for these visits are necessary if the time spent is to be useful.

5. Follow - up.

Follow-up is designed to continue to keep the interest high, to see that supplies and services if needed are provided, that practices learned are continued so that it becomes a part of the thinking and planning of people.

Result demonstrations take a great deal of time, a great deal of planning and scheming. Weather, if it is a crop demonstration, may destroy the effect desired. People may not come when the demonstrations are not convincing. Result demonstrations, nevertheless, can provide a practical learning situation, which can have mass results such as no other method can provide.

Method Demonstration is one other effective means of communication. It is a "show how to do" device. A method demonstration is designed to improve an old skill, introduce a new skill or a new job. Some of these might be planting in lines, spraying to destroy insects, how to make a smokeless chula, how to sew on a button.

The learner watches (seeing)
The learner listens (hearing)
The learner is given an opportunity to do (doing).

In order that the teacher provides these opportunities for the learner, there are certain steps to be followed:

I. Planning

1. Objective desired stated exactly.
2. All information available collected and studied.
3. Step by step outline made of what is to be taught, how it is to be taught.
4. Points to be emphasized marked.
5. All equipment and materials listed.
6. All equipment and materials collected.
7. All illustrative material planned and made.

II. Rehearsing

1. Out loud.
2. Using all equipment.
3. In front of a mirror if possible.
4. Timed to fit time allowance.

III. Demonstration itself

1. Be sure every one can see and hear.
2. Arrange all equipment, supplies, materials.
3. Explain the purpose in simple words.
4. Show each step, slowly step by step.
5. Use simple words.
6. Emphasize the key points.
7. Ask for questions from step to step.
8. Distribute any material to be given.
9. Give opportunity for learners to do it.
10. Summarize what has been done.

IV. Follow-up Purpose

1. Repetition confirms the learning.
2. Results must be recorded.
3. Further plans for emphasis can be made.

In a method demonstration, many devices for learning can be used such as charts, illustrations, black-board and others. The value of the method depends upon the skill and sincerity with which it is presented.

Every trainee should have the opportunity and the challenge of giving at least three or more method demonstrations during the time he is at your training centre. Provide these opportunities for him or her.

. . .

THE PROCESS OF CLASS-ROOM AND EXTENSION TEACHING

Dr. J. Paul Leagans

"To help people help themselves" is the central theme invariably purported to lie at the care of India's National Extension Service - Community Projects Program. It is by this criteria that the founders and current leaders of the movement suggest that its success must be judged.

To attain this objective requires education. Education requires learning. Learning requires teaching to make it most effective. Teaching requires special attitudes, knowledges and skills on the part of the teacher. These include knowledge of subject-matter, or what to teach and knowledge of and skill in educational process, or how to teach.

Each of you is a teacher. You are engaged in the business of training Village Level Workers who, in turn, have the task of teaching village people how to improve their conditions of living. This is a great and noble task. You should be proud to be a part of the movement. It is ways to improve your ability as a teacher that we will discuss during this period.

I. Some definitions

For one to understand the teaching process, he must first understand the meaning of key terms used in connection with the work of teaching. The following definitions are over-simplified, but are essentially correct and may be used as working definitions:

Education: Education is the production of desired changes in people's behaviour.

<u>Learning</u>: Learning is the process by which an individual, through his own activity, becomes changed in what he does and how he does it.

<u>Teaching</u>: Teaching is the process of arranging situations that stimulate and guide learning activity toward goals that specify desired changes in the behaviour of people.

More specifically, teaching consists of providing situations in which the important things to be learned are called to the attention of learners, their interest developed, desire aroused, and action promoted.

<u>Teaching Methods</u>: Teaching methods are devices used to create situations in which communication can take place between the instructor and the learner.

<u>Learning Situations</u>: A learning situation is a condition in which all of the elements necessary for promoting learning are present; namely, (1) instructor, (2) learner, (3) subject-matter, (4) teaching materials and equipment and (5) physical facilities.

<u>Learning Experience</u>: A learning experience is the mental and/or physical reaction one makes through seeing, hearing, or doing the things to be learned, through which one gains meanings and understandings of the material to be learned.

II. <u>Can one learn how to teach</u>?

This question is often asked by those interested in teaching. The answer is definitely <u>yes</u>.

- The ability of those engaged in teaching varies, but so does it among those in all other professions.
- There are no "natural born teachers", as is sometimes asserted, any more than there are natural born lawyers, or doctors, or engineers, or farmers, or carpenters, etc.
- Everyone is gifted by nature. Those gifts vary as we all know. But anyone with good intelligence and the will to study, practice, plan and revise

- ways of doing the teaching job can gain the skill to do effective teaching.

- There is no mystery to learning how to be a good teacher. It is simply a matter of hard work, study, concentration and the will to achieve proficiency.

- These are the prices one must pay to gain real skill in any profession.

III. <u>Some things we know about the Teaching Process:</u>

A. <u>Teaching must be looked upon as an Intentional Process</u>

- not a hit or miss undertaking.

- Effective Learning requires effective teaching.

- If the learner has not learned, the teacher has not taught.

- The only aim of teaching is to promote learning that results in the behaviour changes desired.

- For every change in human behaviour there is usually some outside influence that causes the change. Organized teaching is one of these outside stimuli.

- Good teaching must aim at specific pre-determined goals that represent the kind of new behaviour desired.

- Effective teaching, then, is done according to design, not drift; it is done by plan, not by trial and error.

- Good teaching, therefore, requires careful planning of content, procedures, methods, and techniques.

- Designing good teaching plans is a highly professional job, but one that is worth the effort and will pay off handsomely in achievement.

B. <u>Teaching must accomplish the following kinds of Basic Educational Changes in Learners:</u>

1. <u>Changes in knowledge</u>, or things known, amount of knowledge. Example:

    1. Varieties of seed to plant.
    2. Kinds and amounts of fertilizer to use, and
    3. Health value of compost pits.

2. <u>Changes in skills</u>, or ability to do things; how easily and effectively one can do tasks; the number of things one can do; how well he can do them; the complexity of the things one can do. These are all reflections of skill. Skills are divided into two groups:

    a. <u>Thinking skills</u>, evidenced by the ability of a person to:

    - work out solutions to problems he could not solve before
    - approach new problems
    - Example: planning a cropping system.

    b. <u>Manual or physical skills</u>, evidenced by a person's ability to, for example:

    - use tools properly
    - adjust various kinds of equipment etc.,

3. <u>Changes in attitude</u>, or feelings for, or against things and issues.

    - In addition to knowledge and skill, people have tendencies toward certain behaviour, points of view, beliefs, and reactions for or against items that confront them in their daily lives. These are expressions of attitudes.
    - Attitudes are very important forces in determining what a person does, and how he does it.

- Attitudes tend to be positive or negative - for, or against - in varying degrees of intensity or strength.

Although the above items are the basic ways in which people can be changed educationally, there are additional kinds of changes that are a part of them that should always be considered by the instructor. Two of these are:

1. <u>Changes in Interest</u>: Interest is an expression of attitude, but takes on this term because behaviour, usually called interest, is more specific in the object toward which the feeling is expressed than is usually true when the term attitude is used. Attitudes tend to be general; interests tend to be specific in terms of thier objects.

   - Educational interests may usefully be defined as a desire to learn, or to study, or to gain more information, or to understand, or to gain skill pertaining to some object in the person's environment that he believes will give him satisfaction.

   - Among the many factors that influence people's actions, their interests are probaly the most important.

   - There is much fact in the statement that you cannot teach a person anything until he becomes interested, and when he is interested you cannot keep him from learning.

   - Changing people's interest, therefore, is basic to educational progress.

2. <u>Changes in Understanding</u>: Understanding has to do with gaining insight into relationships, usually involving cause and effect. It has to do with gaining a deeper and broader vision of how various elements, important facts, and principles operate in different situations on the farm, in the home, in the community, and how they are applied. To gain understanding requires knowledge and thinking skill on the part of learners.

C. <u>Teaching requires effective communication</u>:

- Communication has to do with the way people get ideas. It has to do with the process by which

two or more people exchange ideas, facts, feelings or impressions in ways that each gains a common understanding of the meaning and intent of messages.

- Communication is essential in all human association, and is even more important to those trying to teach others.

- Good communication is the essence of good teaching.

- Teaching involves the communication of ideas about important subject-matter.

- One's ability to teach, therefore, can be no better than his knowledge of subject-matter and his skill in communicating it to others.

- So, one can't teach, if he can't communicate.

- The ability to communicate involves, at the primary level, knowledge of the audience or learner, knowledge of subject-matter, knowledge and skill related to the teaching-learning process and facility in:

  Speaking
  Writing
  Doing
  Organizing messages
  Using visuals and other channels of communication

- Problems in communication, therefore, usually stem from:

  Language used
  Meaning of words
  Being specific
  Organization of messages
  Using channels of communication
  Knowing the audience
  Developing an understanding of facts
  Helping people recognize the importance of facts and their relationship to problems.

- It is easy to control what our communications say, but difficult to control what an audience receives and concludes from them.

D. <u>Teaching requires both content and method</u>:

- Content is the subject-matter or message one wishes the learner to receive and understand.

- Method is the means used to communicate the message.

- Teaching, then, requires:

    a. knowledge of subject-matter, or <u>what to teach</u>.
    b. knowledge of, and skill with educational process, or <u>how to teach</u>.

E. <u>Teaching requires use of the major senses of people</u>: namely, seeing, hearing, feeling, smelling and tasting.

- People learn through the use of these senses, because they constitute the only avenues to the human mind.

- Most learning in your situation is gained through the channels of the:

    Eyes
    Ears
    Hands

- But to promote action, people must:

    - Have the idea called to their attention,
    - Become interested in it,
    - Develop desire or want for the new condition,
    - Have opportunity to act and
    - Develop confidence.

- Class-room or Extension teaching, then, consists basically of arranging situation for the learner <u>to see</u>, <u>to hear</u>, <u>or to do</u> the things to be learned. A combination of each of these is much more effective in making impacts on people, and is usually necessary to promote action.

F. Teaching requires learning situations that include five major elements:

The five major elements necessary in constituting an effective learning situation and some important points about each are as follows. An understanding of these and skill in dealing with them is essential to efficient instruction.

1. Leader or Instructor:

a. Have clear objective.
b. Know subject-matter - have it well organized.
c. Be personable, enthusiastic and interested in subject.
d. Be able to communicate with learners.
e. Be democratic in his leadership.
f. Allow student participation - ask for it.
g. Be prepared - be prompt - be friendly - be courteous.
h. Use a teaching plan.
i. Speak so all can hear.
j. Set a good example of a good leader and teacher.
k. Be skillful in the use of teaching materials and equipment.

2. Learners:

a. Capable of learning.
b. Interested.
c. Have need for information.
d. Can use information once it is gained.

3. Subject-matter or content:

a. Pertinent to learners' needs.
b. Applicable to real-life situations.
c. Taught at intellectual level of learners.
d. Presented clearly.
e. Well organized - logically presented.
f. Fits into overall objectives.
g. Challenging, satisfying and significant to the learners.

4. Physical situation:

a. Free from outside distractions.
b. Temperature, as comfortable as possible.
c. Well lighted.
d. Adequate space for group.
e. Furniture comfortable and well-arranged.

5. Teaching equipment and supplies:

a. Meets the needs effectively.
b. All equipment and supplies readily available.
c. Each item used skillfully.

The nature of each of these elements, their relationship to each other, and their role in the educational process must be thoroughly understood by the instructor and skill developed by him in handling them. Effective learning situations are created through the skillful use of appropriate teaching methods and techniques.

G. Teaching requires that learners have effective learning experiences to attain its objectives:

- A learning experience is the mental and/or physical reaction one makes through seeing, hearing, or doing the things to be learned, through which he gains meanings and understandings of the material to be learned.

- The concept of "learning experience" lies at the core of the educational process.

- It is what the student does that he learns; not what the instructor does.

- A learning experience is not attained, or is it the same, as simply being physically present in a learning situation. It is much more than physical presence.

    - It is what the participant does while in the learning situation that is the all-important factor in learning.

    - He must give undivided attention to the instructor and deep thought to getting the facts, understanding their meaning, and to seeing their application to his needs and problems.

- Effective learning experiences, then, can best be had in effective learning situations provided by a skillful instructor who knows what he wants, has the methods and materials to accomplish his goals and the skill to use them effectively.

C o n c l u s i o n

Education helps people learn how to do things for themselves; service consists of doing things for people. Education makes people more self-reliant; service makes them more dependent on someone else. Education consists of more than imparting information to people. It consists of more than supplying the answers to people's questions. Its major function is to help people develop understanding and reasoning ability that will enable them to think through and arrive at solutions to their own problems.

What the teacher desires, believes and thinks, teaches no one. The tools of the teacher are physical stimuli to the sense organs of the learner. He has no magic influence. He can accomplish his ends only by putting before his learners what they can hear, what they can see, what they can feel, what they can understand, what they can move, what they can do; and in no other fashion. Hence, ultimately, the resources of the teacher must be found in what he can <u>do</u> to create the situations in which these actions can take place in relation to the content to be learned. He must speak or write words and signs, draw diagrams and pictures, place before pupils books, pictures, charts, models, specimens, implements, machines, and other material things, move things, make gestures - in short, <u>act</u> to bring pupils into contact with stimuli selected and ordered according to his objective. If he does not act in such fashion he has, despite the utmost of benevolence and knowledge, no more effect in the direction of learning towards his ends than have the moons of Jupiter.

You will not make progress in your teaching by doing more of the same, in the same way. Progress is made only when someone wonders if there is a better way and has the courage to try it. You <u>can</u> improve your teaching effectiveness. The place to start is with the points mentioned in the foregoing pages. You have a serious responsibility and great opportunity to contribute to your country's development. What will you do about it?

. . .

DEVELOPING VILLAGE PROGRAMMES

Dr. H.W. Butt

What is Planning?

Planning is defined as the process of devising a basis for a course of future action. Planning deals with objectives, policies, strategy, programme, organization, personnel, operation, tactics and every other aspect of activity including the individual worker's own sphere of endeavour. Planning is done in every sphere of life .. in local matters, in the home, in one's individual life.

Kinds of planning:

(1) Long range
(2) Intermediate range
(3) Short range

An extension programme has been defined a statement of situations, objectives, problems and solutions as distinguished from a plan of work which is an outline of activities so arranged as to enable efficient execution of the programme as a whole or in part. -- (Maunder)

Programme planning in villages is self-help:

Its main objective is to help people to learn how to do things for themselves, to make them more self-reliant and less dependent on others. It seeks to help people to gain knowledge, understanding and reasoning ability that will enable them to think through and arrive at solutions to their own problems, using their own resources with a minimum of dependence on Government aid.

The Second Five Year Plan has set out important purposes which are high and noble, complex and far reaching. They are significant and difficult to achieve. Some of the broad purposes are:

1. A sizeable increase in national income so as to raise the level of living in the country.
2. Rapid industrialization with particular emphasis on the development of basic and heavy industry.
3. A large expansion of employment opportunities.
4. Reduction of inequalities in income and wealth and more even distribution of economic power.

- Effective learning experiences, then, can best be had in effective learning situations provided by a skillful instructor who knows what he wants, has the methods and materials to accomplish his goals and the skill to use them effectively.

Conclusion

Education helps people learn how to do things for themselves; service consists of doing things for people. Education makes people more self-reliant; service makes them more dependent on someone else. Education consists of more than imparting information to people. It consists of more than supplying the answers to people's questions. Its major function is to help people develop understanding and reasoning ability that will enable them to think through and arrive at solutions to their own problems.

What the teacher desires, believes and thinks, teaches no one. The tools of the teacher are physical stimuli to the sense organs of the learner. He has no magic influence. He can accomplish his ends only by putting before his learners what they can hear, what they can see, what they can feel, what they can understand, what they can move, what they can do; and in no other fashion. Hence, ultimately, the resources of the teacher must be found in what he can do to create the situations in which these actions can take place in relation to the content to be learned. He must speak or write words and signs, draw diagrams and pictures, place before pupils books, pictures, charts, models, specimens, implements, machines, and other material things, move things, make gestures - in short, act to bring pupils into contact with stimuli selected and ordered according to his objective. If he does not act in such fashion he has, despite the utmost of benevolence and knowledge, no more effect in the direction of learning towards his ends than have the moons of Jupiter.

You will not make progress in your teaching by doing more of the same, in the same way. Progress is made only when someone wonders if there is a better way and has the courage to try it. You can improve your teaching effectiveness. The place to start is with the points mentioned in the foregoing pages. You have a serious responsibility and great opportunity to contribute to your country's development. What will you do about it?

. . .

DEVELOPING VILLAGE PROGRAMMES

Dr. H.W. Butt

What is Planning?

Planning is defined as the process of devising a basis for a course of future action. Planning deals with objectives, policies, strategy, programme, organization, personnel, operation, tactics and every other aspect of activity including the individual worker's own sphere of endeavour. Planning is done in every sphere of life .. in local matters, in the home, in one's individual life.

Kinds of planning:

(1) Long range
(2) Intermediate range
(3) Short range

An extension programme has been defined a statement of situations, objectives, problems and solutions as distinguished from a plan of work which is an outline of activities so arranged as to enable efficient execution of the programme as a whole or in part. -- (Maunder)

Programme planning in villages is self-help:

Its main objective is to help people to learn how to do things for themselves, to make them more self-reliant and less dependent on others. It seeks to help people to gain knowledge, understanding and reasoning ability that will enable them to think through and arrive at solutions to their own problems, using their own resources with a minimum of dependence on Government aid.

The Second Five Year Plan has set out important purposes which are high and noble, complex and far reaching. They are significant and difficult to achieve. Some of the broad purposes are:

1. A sizeable increase in national income so as to raise the level of living in the country.
2. Rapid industrialization with particular emphasis on the development of basic and heavy industry.
3. A large expansion of employment opportunities.
4. Reduction of inequalities in income and wealth and more even distribution of economic power.

I. Planning programmes at the village and block level

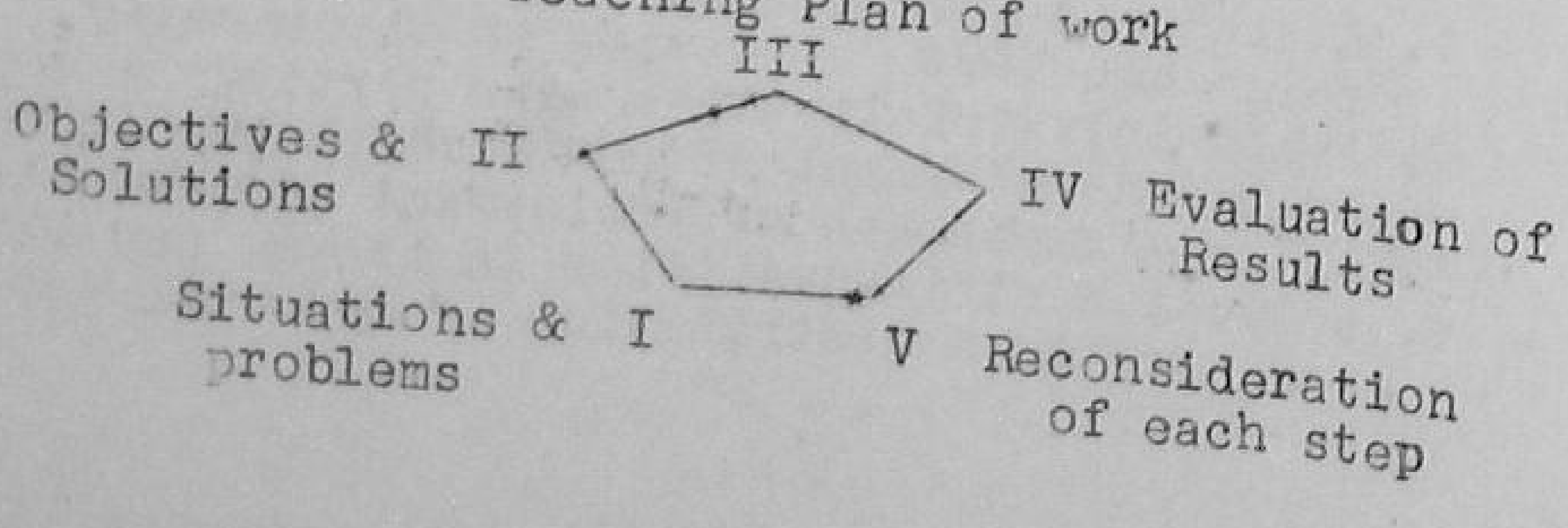
State and National plans have direct bearing on village and block plans. They should be done with care. The useful purposes of the village should be identified and an attempt should be made to assign priorities and develop effective means of achieving these purposes at the local level. This is an intricate process which needs great skill to be handled.

Major steps in planning at the village and block level should be looked upon as a process of studying the past and the present in order to forecast the future. Goals should be determined after deciding what has to be done to achieve them on a continuing basis.

According to Professor Leagans, there are five essential steps that need always to be taken in some form in developing and carrying out a successful programme at the village and block level.

1. Analysis of the present situation to determine clearly what is, now.
2. Deciding on the most significant needs of people and deciding on programme goals or objectives in line with these.
3. Developing a teaching plan in line with the objectives and carrying it through.
4. Making an objective evaluation of the procedures and methods used and the outcome of the programme.
5. Reconsideration of each step in the process, making useful changes and starting the cycle over again.

These steps constitute the essential phases of programmes of change in rural areas through education and aided self-help. The diagram below shows the proper sequence of the steps in a cycle that may be expected to result in progress from a given situation to a new or more desirable set of conditions.



1. The first phase is analysis of situation. Reliable data can be obtained from the following four sources:

   a. from the people themselves
   b. from the consideration of the physical situation
   c. from analysing situations involving public policies
   d. from professional people, specialists, people, education and welfare.

2. The second phase is deciding upon objectives. Levels and nature relation of objectives:

   a. fundamental objectives
   b. general objectives
   c. specific objectives

3. The third phase is teaching. It involves the choosing:

   a. content or what is to be taught; and
   b. methods of techniques of communication

4. The fourth phase is evaluation of methods and outcomes.

5. The fifty phase is reconsideration after evaluation has taken place.

II. Different approaches to program planning in villages

(1) The autocratic approach.
(2) The laissez-faire approach.
(3) The progressive, democratic approach.

III. Principles of programme planning

1. Programme planning should be based upon careful analysis of factual situations.
2. Programmes should be oriented to the existing technique, economic and social level of the rural people of the area.
3. The programme should be comprehensive; including activities of interest to all socio-economic groups.

4. It should be educational and be directed toward bringing about importance in the ability of the people to solve their own problems, individually and collectively.
5. The Extension programme should be arrived at democratically to the participation of lay people, of the entire extension staff and of others who can contribute.
6. Organization should be used as a tool to accomplish objectives.
7. Maximum use of voluntary leadership should be made in the planning as well as in the execution of extension programmes.
8. The programme should be flexible to meet long time situations short time changes and special emergencies.
9. Select problems for action which will meet recognised needs.
10. Objectives should be clearly defined at all levels in terms that people will understand.
11. Good programme building provides for evaluation of results.
12. Extension programmes should be carried on by well trained personnel, effectively supervised.
13. The programme should be achievable considering such factors as personnel, finances, time and facilities.

IV. <u>Understanding the nature and role of needs in programme planning</u>.

A 'need' implies a lack of something -- a lag between what is desired and what exists. It is represented by the difference or gap between "what is" and "what should be". It means a deviation of actual behaviour or actual practice from the standard or recommended behaviour or practice.

Needs have been described as two kinds; those that are felt or recognized and those that are not felt or unrecognized. People are stimulated into action and change of behaviour only when unconscious needs become conscious ones. It is only after people feel a need that they are prompted to act, in other words, recognition of the lack of something motivates a person to act. This is how people realize that they have a problem. The nature and extent of the need gives evidence of the significance of the problem. In programme building it would be necessary to make a choice of the most important need by establishing a system

of priorities. For this it would be necessary to select the important kind of information about the needs. It would help to know if the need is significant; if it has any economic, social or aesthetic value to a large number of people; its relative significance and the consequences if no action is taken about it.

According to Professor Leagans peoples' basic needs generally fall into four areas:

1. What they want to gain, such as popularity, advancement in business and social prestige etc.
2. What they aspire to be, for example good parents, efficient and creative workers.
3. What they want to do, such as acquire or collect things, satisfy their curiosity and improve themselves generally.
4. What they want to save such as, time, worry, money, discomfort etc.

One way of finding out the needs of a community is by skillful questioning -- the leaders may be asked what their neighbours need most and what prevents them from obtaining what they want. They could be questioned about the required changes that they consider necessary for improvement; their standards of a good home, good farm and good living and what should be done to attain these objectives.

To accomplish these desirable ends, effectively, requires a carefully structured programme at the village and block level. This programme must meet the following criteria.

1. It must focus on the felt needs and interests of the people.
2. It must be developed through joint participation of village leaders, VLWs and block staff taking into account recommendations from the District, State and Central Government personnel.
3. It must be in line with local as well as State and national needs.
4. It must focus on problems that are "most important" since it can't be "all things to all people".
5. It must be flexible but with a backbone that gives it stability and continuity.
6. It must provide for a system of priorities in line with local needs and interests.

7. It must be balanced, that is, contain items of assistance for all major social, economic, age and sex status groups.
8. It must have objectives that are attainable within the economic, social and mental capacities of the people through education with a minimum of government aid.
9. It must be highly significant economically, socially, aesthetically or morally to a relatively large number of people in each village or block.
10. It must be developed, understood, conducted and judged as an educational instrument for helping people learn how to help themselves.
11. It must provide satisfaction for the people who participate.

Deciding on detailed step by step procedures for developing programmes at the village and block levels that harmonize local needs as the people see them and national interests is a primary responsibility of local leaders, VLWs and block staff jointly working together as a team. Any procedure that meets the foregoing criteria will be a good procedure.

. . .

PRINCIPLES OF LEARNING AND TEACHING*

K. Venugopal

I. Introduction

Motivation is basic both to learning and teaching. People are motivated to learn for they can satisfy a basic need through learning. Basic needs, wants, desires, motives, incentives or urges have been classified in a variety of ways. The following is reasonably adequate for extension teaching purposes:

1. The desire for security -- economic, social, psychological and spiritual security.
2. The desire for experience-- adventure, new interests, new ideas, new friends and new ways of doing things.
3. The desire for affection or response -- companionship, gregariousness and social mindedness, the need for feeling of belonging.
4. The desire for recognition -- status , prestige, achievement and being looked up to.

These are all powerful motivating forces.

II. What is learning?

Learning is the process by which an individual, through his own activity becomes changed in his behaviour.

III. How people learn?

1. Association: The function of relating, bringing together or connecting is known as "Association." A broad statement of this principle is "Experiences that occur together tend to recur together." Example: A line of poetry calls for the next line.

---

*For further details, please refer to pages 14 to 22 and 80 to 92 of the Guide developed by Instructors of Extension Training Centres.

7. It must be balanced, that is, contain items of assistance for all major social, economic, age and sex status groups.
8. It must have objectives that are attainable within the economic, social and mental capacities of the people through education with a minimum of government aid.
9. It must be highly significant economically, socially, aesthetically or morally to a relatively large number of people in each village or block.
10. It must be developed, understood, conducted and judged as an educational instrument for helping people learn how to help themselves.
11. It must provide satisfaction for the people who participate.

Deciding on detailed step by step procedures for developing programmes at the village and block levels that harmonize local needs as the people see them and national interests is a primary responsibility of local leaders, VLWs and block staff jointly working together as a team. Any procedure that meets the foregoing criteria will be a good procedure.

. . .

PRINCIPLES OF LEARNING AND TEACHING*

K. Venugopal

I. Introduction

Motivation is basic both to learning and teaching. People are motivated to learn for they can satisfy a basic need through learning. Basic needs, wants, desires, motives, incentives or urges have been classified in a variety of ways. The following is reasonably adequate for extension teaching purposes:

1. The desire for security -- economic, social, psychological and spiritual security.
2. The desire for experience-- adventure, new interests, new ideas, new friends and new ways of doing things.
3. The desire for affection or response -- companionship, gregariousness and social mindedness, the need for feeling of belonging.
4. The desire for recognition -- status , prestige, achievement and being looked up to.

These are all powerful motivating forces.

II. What is learning?

Learning is the process by which an individual, through his own activity becomes changed in his behaviour.

III. How people learn?

1. Association: The function of relating, bringing together or connecting is known as "Association." A broad statement of this principle is "Experiences that occur together tend to recur together." Example: A line of poetry calls for the next line.

---

*For further details, please refer to pages 14 to 22 and 80 to 92 of the Guide developed by Instructors of Extension Training Centres.

2. Trial and error: The learner learns by blundering, by trying something, then something else until he finally succeeds in making the right response.

3. Retention is holding on to what has been learnt so that it can be utilised later.

4. Recall is revival of past experience.

5. Recognition is perceiving something as having been experienced before as being familiar.

6. Forgetting: The loss, temporary or permanent, of an earlier acquisition is forgetting.

7. Transfer: A carry over from one habit to another. When students are taught the principle involved in the solution of one problem, they solved, without an error, new problems which involved the same principle.

IV. Learning principles

1. Learning is growth-like and continuous.
2. Learning is purposeful.
3. Learning is an active process on the part of the learner.
4. Learning involves appropriate activities that engage maximum number of senses -- seeing, hearing, feeling etc.
5. Learning must be challenging and satisfying.
6. Learning must result in functional understanding.
7. Learning requires several exposures before change is noticed.

V. Factors influencing learning

1. Goals: Goal is a determiner of activities. Definite goals on the part of the teacher and learner are necessary.
2. Level of aspiration: This is the performance level that a person sets himself to reach in some task.
3. Knowledge of success and error.
4. Understanding.
5. Age of the learner.

6. Capacity to learn.
7. Learning is effected by physical and social environment.
8. Learning is effected by emotions.

VI. What is teaching?

Teaching is the process of arranging situations that stimulate and guide learning activity toward goals that specify desired changes in the behaviour of people.

VII. Teaching principles

1. Teaching must be looked upon as an intentional process -- not a hit or miss undertaking.
2. Teaching must accomplish the following kinds of basic educational changes in the learners.

   (1) Changes in knowledge.
   (2) Changes in skills.
   (3) Changes in attitudes.

   There are additional kinds of changes that are a part of these that should always be considered by the instructor. These are:

   (1) Changes in interest.
   (2) Changes in understanding.

3. Teaching requires effective communication -- good communication is the essence of good teaching.
4. Teaching requires both content and method i.e. what to teach and how to teach?
5. Teaching requires use of major senses of people. Learning usually is gained through channels of the:

   Eyes
   Ears
   Hands

- But to promote action, people must:
  - -- Have the idea called to their attention.
  - -- Become interested.
  - -- Develop desire or want.
  - -- Have opportunity to act.
  - -- Develop confidence.

6. Teaching requires learning situations that include five major elements

   -- Learner
   -- Instructor
   -- Subject-matter or content
   -- Physical situation
   -- Instructional equipment and supplies

7. Teaching requires that learners have effective learning experiences

   -- Learning experience is the mental and/or physical reaction one makes through seeing, hearing or doing the things to be learned, through which he gains meanings and understandings of the material to be learned.
   -- A learning experience is not attained or is it the same, as simply being physically present in a learning situation. It is much more than physical present.

   -- It is what the participant does while in the learning situation that is the all important factor in learning.
   -- He must give undivided attention to the instructor and deep thought to getting the facts, understanding their meanings and to seeing their application to his needs and problems.

Please note that:

1. Learning is an active process on the part of the learner.

2. If the learner has not learnt, the teacher has not taught.

. . .

HOW TO GIVE A TALK

Ellen L. Moline

Many people are afraid to stand before a group and to talk to them even in an informal manner. Usually this fear is an indication of lack of confidence in oneself. This lack of confidence is usually the result of lack of preparation and of practice.

Every trainee from the training centre should have one opportunity during each month to give a talk, whether a long or short one, while he is at the centre. This will involve him in a learning situation and experience from which he should be able to look with confidence at any audience and communicate effectively with them.

To begin with, teach the trainee to take a deep breath before he begins. Fear makes one take short, quick breaths, and the oxygen supply is low. Taking a deep breath furnishes additional oxygen, helps overcome fear. Teach him what to do with his hands. A good trick is to put the hands behind the body, hang on to one thumb. The thumb may feel the strain from the pressure exerted when one becomes too nervous, but serious damage never results. Teach him what to do with his feet. Pacing the floor or "dancing" around because of nervousness makes the audience nervous. Have the trainee put one foot ahead of the other and teach him to rotate on the heel of one foot, the ball of the other foot as he turns to look at the audience on one side, and then to the other side. Teach him to look every one in the eye. The audience will think he is being talked to personally. This is enough for the first lesson. Let them have fun individually and together as they practice. Let a few of them demonstrate to the others the next time they meet.

Now the trainee is ready to work on the talk he will give. He must first think of himself as the speaker. Is the subject one on which he has knowledge and experience? Is he capable and intelligent enough to discuss it?

Second: Does it fit the audience, their interest, experience and knowledge?
Third: Does it fit the occasion?
Fourth: Does it fit the time limit? Warn him not to talk longer than the time allotted to him.

- But to promote action, people must:
    - -- Have the idea called to their attention.
    - -- Become interested.
    - -- Develop desire or want.
    - -- Have opportunity to act.
    - -- Develop confidence.

6. Teaching requires learning situations that include five major elements
    - -- Learner
    - -- Instructor
    - -- Subject-matter or content
    - -- Physical situation
    - -- Instructional equipment and supplies

7. Teaching requires that learners have effective learning experiences
    - -- Learning experience is the mental and/or physical reaction one makes through seeing, hearing or doing the things to be learned, through which he gains meanings and understandings of the material to be learned.
    - -- A learning experience is not attained or is it the same, as simply being physically present in a learning situation. It is much more than physical present.
        - -- It is what the participant does while in the learning situation that is the all important factor in learning.
        - -- He must give undivided attention to the instructor and deep thought to getting the facts, understanding their meanings and to seeing their application to his needs and problems.

Please note that:

1. Learning is an active process on the part of the learner.
2. If the learner has not learnt, the teacher has not taught.

. . .

HOW TO GIVE A TALK

Ellen L. Moline

Many people are afraid to stand before a group and to talk to them even in an informal manner. Usually this fear is an indication of lack of confidence in oneself. This lack of confidence is usually the result of lack of preparation and of practice.

Every trainee from the training centre should have one opportunity during each month to give a talk, whether a long or short one, while he is at the centre. This will involve him in a learning situation and experience from which he should be able to look with confidence at any audience and communicate effectively with them.

To begin with, teach the trainee to take a deep breath before he begins. Fear makes one take short, quick breaths, and the oxygen supply is low. Taking a deep breath furnishes additional oxygen, helps overcome fear. Teach him what to do with his hands. A good trick is to put the hands behind the body, hang on to one thumb. The thumb may feel the strain from the pressure exerted when one becomes too nervous, but serious damage never results. Teach him what to do with his feet. Pacing the floor or "dancing" around because of nervousness makes the audience nervous. Have the trainee put one foot ahead of the other and teach him to rotate on the heel of one foot, the ball of the other foot as he turns to look at the audience on one side, and then to the other side. Teach him to look every one in the eye. The audience will think he is being talked to personally. This is enough for the first lesson. Let them have fun individually and together as they practice. Let a few of them demonstrate to the others the next time they meet.

Now the trainee is ready to work on the talk he will give. He must first think of himself as the speaker. Is the subject one on which he has knowledge and experience? Is he capable and intelligent enough to discuss it?

Second: Does it fit the audience, their interest, experience and knowledge?
Third: Does it fit the occasion?
Fourth: Does it fit the time limit? Warn him not to talk longer than the time allotted to him.

The Talk

1. Select the subject.
2. State objective exactly - in one sentence.
3. Prepare the speech.

A. The first sentence must catch the audience's attention. "More people die of Malaria in India than from any other disease." The first sence may be:

a. a question
b. a quotation
c. a problem
d. a challenge

B. Divide the material to follow this statement into three or four parts. If there are more than three or four points, the audience may become confused, will not remember.

These three or four points should be developed to be convincing. State the information in simple words of five to six letters and preferably one syllable. Cross out all words which have more than two syllables. Keep the sentence short - average 17 words is good.

C. Plan the conclusion to summarize the material presented. This must relate to the objective set up for the talk. The concluding sentence will depend on the first sentence. It may be a:

a. quotation
b. question
c. story
d. challenge

Make sure your audience remembers the basic points and if action is wanted, that it understands the action desired and how to take it.

4. Practice the speach out loud to gain confidence.

In conclusion, three simple reminders of how to give a talk may impress the major ideas on the trainees:

1. Tell them <u>what</u> you <u>will</u> tell them.
2. Tell them.
3. Tell them what you <u>have</u> told them.

There are three other points to follow:

1. <u>S</u>tand to be seen.
2. <u>S</u>peak to be heard.
3. <u>S</u>it down to be appreciated.

...

THE USE OF GROUP LEADERSHIP AND GROUP METHODS IN INSTRUCTION

Dr. H.W. Butt

What is a group?

Social psychologists define a group as "two or more people who bear an explicit psychological relationship to one another".

Interaction on a face-to-face basis must take place.

Distinction between social organisations, societies and groups.

Small groups have many features in common.

A collection of human beings who are physically together in the same place at the same time do not necessarily constitute a group.

Illustration - College class on the first day is not a group until psychological interaction takes place.

Definition of group:

"A small group is defined as any number of persons engaged in interaction with each other in a single face-to-face meeting or series of such meetings, in which each member received some impression or perception of each other member distinct enough so that he can, either at the time or in later questioning, give some reaction to each of the others as an individual person, even though it be only to recall that the other was present"

-- Robert F. Bales

Why people join groups?

One basic reason - every member believes that he can fulfil some need or needs in collaboration with other people that he cannot fulfil by himself. A member will remain in a group only so long as he believes it more advantageous for him to stay in than to leave.

People join groups because they feel that membership in a group somehow will provide satisfaction of some basic need. People join groups because they perceive them as a possible means for "self-actualization" - a way of actualizing their own capacities. A group, therefore,"promises the individual an opportunity to grow, develop, fulfil, enhance, create - or simply to become that for which he has the potential".

<u>The task of the group</u>

(a) Selection of goals.
(b) find means for reaching those goals.
(c) adjust to the changing needs of its members.
(d) find the best solutions to its continuous problem of meeting their needs.
(e) find ways of fulfilling the needs of each person at the least expense to all other members.

A group is in a continuous state of adjusting to the tension, conflicts, and problems arising from the ever-changing needs of its members.

<u>Resources of the group</u>

(a) skills
(b) facts
(c) tools
(d) materials

<u>Process of problem-solving</u>

This process begins in a group when the group faces a problem.

(a) the group must be in some agreement that a problem exists.
(b) diagnozing the problem, analyzing its nature and determining possible causes.
(c) actual making a decision as to how to approach or solve the problem.

Types of Groups

(a) Learning groups - the need to learn from others to share ideas and feelings, to achieve a better understanding - purpose individual growth.
(b) Action groups - getting group made efficiently and taking effective united action.

Learning Group — Action Group

Class room discussions	Rotary meet-ing.	Congress Committee sessions.	Industrial planning Conference.	Staff meet-ing of mili-tary field commanders.

Interaction in the group

All group behaviour is the behaviour of individuals in a group. In order to work successfully with groups of people we must understand not only the individuals as such, but also the ways in which they affect each other.

Interpersonal relations

Sociometry - the science which helps us to under-stand the complex network of interrelationships.

Factors operating against effective group functioning -

A. Barriers to constructive participation.

1. Feelings of personal inadequacy.
2. Fear of evaluation of rejection.
3. Reactions to Authority.
4. Ego-centered participation.

B. Barriers to effective communication.

1. Limited Face-to-face contacts.
2. Devaluation of worth of other members.
3. The Tendency of the individual to defend his ideas.

How shall leadership be defined?

None of the definitions employed by previous thinkers seems quite appropriate. Problem of selecting a useful and workable definition of leadership is a difficult one.

Early definitions of leadership was based on the assumption that certain people were born to be leaders.

Leadership was thought to be a set of unique traits or characteristics handed down from one person to another - chiefly through heredity. Genetic superiority Modified theory - leadership is a function of traits and characteristics that are acquired chiefly through experience, education and special training. Influence of heredity - intelligence, physical stature, energy output etc.

Leadership is always relative to the situation.

Qualities desirable in a group leader.

1. A well-adjusted personality.
2. A basic respect and concern for human beings.
3. Sensitivity to the basic trends and moods of the group.
4. Reasonable knowledge of the problems being discussed.
5. Facility in verbalising the ideas of the group.
6. Reasonable restrant.
7. Vitality.

II. Group methods[1]

1. The small-group discussion

Primary purpose - to increase interest, participation and teaching effectiveness.

---

1. Evolved by W.W. Reeder.

(a) discussion
(b) buzz session
(c) committee system

Advantages:

(a) encourages participation.
(b) stimulates group thinking.
(c) places responsibility on every individual.
(d) saves time.
(e) increases group unity.

2. The large-group discussion.

The most common type.

Advantages:

(a) gets members more involved in thinking about the questions and issues.
(b) keeps the group together.
(c) gives the total group a chance to check on any particular idea presented.

Disadvantages:

(a) moves slowly - likely to get side tracked.
(b) few talkers dominate the meeting.
(c) few feel free to speak.
(d) participation and responsibility on the members decrease.

3. The opposing panel

This system was developed to meet a particular type of situation which is common in classes and groups.

Advantages:

(a) avoids the 'known' over-worked material and moves immediately into the "unknown".
(b) introduces a friendly competitive element between the "question raisers" and the "question answerers".

(c) creates a situation in which everyone has to think about the question.
(d) the learning which takes place in the small group as they discuss possible questions and answers is as valuable as any other part.
(e) it creates interest and gets total participation.

III. <u>Question-and-answer techniques</u>

This can take place in four ways:-

(a) The leader may introduce the questions and call upon the group for answers.
(b) The leader may draw questions from the groups and he or some resource person answers them.
(c) The leader may draw questions from the group. Then turn the question back to the group for an answer.
(d) The leader raises some questions which he answers himself or calls upon some resource person to answer.

All of these techniques have their particular uses.

IV. <u>The Socio-drama</u>

This is an effective technique to develop interest and participation in a class or a group.

What is a Socio-drama?
Why Use Socio-drama?
Types of Socio-drama.
How to do a Socio-drama?

V. <u>The Lecture</u>

The most widely used technique.

Advantages:

(a) One person is able to present his ideas to a large number of people.
(b) It makes possible a systematic presentation of ideas.

(c) It enables a person to put out a great deal of information.
(d) It is fairly effective in dispensing information.

Disadvantages:

(a) The group retains only a small portion of the information given out.
(b) The group member does not necessarily become involved.
(c) Few lectures can hold interest and attention and teach effectively at the same time.

VI. The symposium

This consists of two or more brief talks presenting different phases of the same general topic. It is normally followed by a discussion or question period.

Advantages:

(a) It introduces a wider variety of experience and knowledge of the subject.
(b) It gets greater involvement on the part of the audience than a lecture.

VII. The Forum

This is a speaker-audience technique in qhich there are two or more speakers who present talks on the same subject. The subject is controversial and the speakers present the opposing sides of the question.

Advantages:

(a) An excellent method to present the various sides of a controversial issue.

VIII. The Panel

This is sometimes called the round table discussion. It is usually composed of four to six persons. The members carry on a discussion of the topic among themselves and the audience "listens in" on the discussion.

. . .

EFFECTIVE USE OF LIBRARY*

K. Venugopal

All the Extension Training Centres are having libraries. These libraries are at present hemmed in on all sides by low finances and low production of books and other reading materials likely to rouse and inspire. To step up the quality of the training program, it is necessary to have a good library which should be effectively made use of by the instructors and trainees.

I. THE ROLE AND USE OF LIBRARY

1. What are the aims and functions of the library attached to an Extension Training Centre?

The library should:

a. Supply adequate materials to instructors and trainees in teaching-learning situations.
b. Be a vital element for all intellectual activities.
c. Function as a reservoir having all the necessary materials for assimilation, investigation and dessimination.

2. What role does the library play in the instructional program?

The inner core of library is knowledge. It helps in promoting enlightenment through guidance and stimulation.

3. What are the uses of library?

A library of the type referred to will:

a. Support class-room teaching.
b. Extend the knowledge of the trainees and the staff.

---

* This is a summary of the talk. For further details, please refer to pages 23 to 31 of the Guide Book developed by Instructors in the course from April 20 - May 1, 1959.

c. Help to carry on investigation; and
d. Develop a reading habit for recreation and pastime.

II. ORGANIZATION AND SUPERVISION

1. A library in an educational institution is a great investment. Attempt should be made to get back most of this investment. This may be done through the formation of a library committee with a congenial proportion of students and staff members on it.

2. Students' assistance may be sought in the daily working of the library.

3. Open access system with proper check points is considered essential.

4. Introducing the library hour in the regular curriculum for reading assignments is also desirable.

5. Symposia may be arranged in the library hall with a small incentive of winning a prize. Essay contests, quiz programs and general knowledge tests are some of the activities which can be conducted by the libraries. These measures are to be adopted to focus the attention of the students on the importance of library.

6. The system of lending two books for a period of one week to begin with, extending it to another week will be practicable in a small training centre.

III. USE BY TRAINEES AND STAFF

1. The first step to be taken to orient the freshmen to the use of the library is to arrange for "conducted tours", and explain to them the general arrangement of the library, the issue method, the reserve book system, etc. These conducted tours should be guided by the librarian as well as by the members of the staff.

2. The following procedures are suggested for planning library assignments:

a. A period or two can be assigned during the course of a week for library work.

b. The teacher concerned may prepare review on some important books, if need be in the regional language, and mimeograph the same and circulate to all the trainees.

c. The teacher may arrange a group discussion by assigning a definite topic well in advance and furnish the requisite reference material. This technique may be followed at least once a month.

d. The teacher may give references to the trainees during the course of teaching and check on these again in the subsequent classes.

e. In all probability, there may be a few trainees who are unable to understand or who do not have enough reading ability. To help them in library assignments is a problem. The teacher may therefore prepare in the regional language a digest of the recommended references. He may also make use of audio-visual aids which, as stated previously, form a part of library equipment in addition to books, journals etc.

S U M M A R Y

Keeping in view all that has been said about the uses of library, organization and supervision, and use by trainees and staff, it should be borne in mind, that one of the five criteria of a good learning situation is "subject-matter"; and library forms an integral part of subject-matter.

. . .

EFFECTIVE USE OF VISUAL AID TO IMPROVE THE QUALITY OF TEACHING.

Sybil D. Bates

Visual aid defined:

The dictionary defines visual as any thing that can be seen and aid as anything that helps.

Anything which can be seen that helps the teacher teach and the learner learn may be called a visual aid or perhaps this is a better definition. A visual aid is any thing that can be seen which helps the teacher to teach and the learner to learn.

We have heard teaching defined in several ways during this seminar. I am going to say it differently. Teaching is management. Management according to the dictionary is directing our resources to attain desired goals or objectives. A term I like to use is creative management or making the best use of what we have to get what we want.

What we have?

Time, Rupees or what rupees will buy, and energy. It cannot make the best use of them alone but Time, money and energy coupled with:

1. What we know	Knowledge.
2. What we can do	skill
3. How we feel	attitude

can help us get what we want.

We have talked about what we have now let us talk about what we want.

We want to become better Extension workers by using visual aids.

Every job has three parts. These three parts apply to using visual aids. They are:

1. The get ready consists of:

a) Collecting equipment and material.
b) Making what we need.
c) Planning.

Planning is the most important part of any job.

Kipling wrote:-

I know six little honest serving men. They taught me all I know. They are what and who, why and where, how and when.

If we apply these six honest serving men to our job we will be better extension workers.

The Committee planning this Seminar used these six serving men they decided:

1. What - an All India Seminar for extension workers.
2. Who - who will teach and who will be taught.
3. Why - to improve the quality of teaching of V.L.Ws.
4. Where - Hyderabad.
5. How - work groups and illustrated talks.
6. When - during the next few months.

Step II.

The doing:- The doing is the easiest part of the job. It is the fund or enjoyable part of any job. It takes time than the get ready. Doing the job requires:

a. A comfortable and convenient place.
b. Equipment handily placed and in good working condition.
c. Correct use of tools and correct body motion.

Step III.

The put up and follow up:

a. Put the place in order for the next user. Equipment must be cleared and put back in its place.
b. The follow up is the check up to see if our work was successful. It is the evaluation of our results.

Teaching we have said is management and creative management is making the best use of what we have to get what we want.

Creative teaching in Extension is making the best use of what we have.

1. The words we use choose them wisely.
2. Voice or speaking the words - clearly and distinctly.
3. The motions we use.
4. The visual aids we use.

To get what we want -

1. Information to people.
2. People to change by adopting improved practices.

Effective teaching is communication of ideas. Effective communication is making.

Expression = Impression.
Impression = Expression.

People are different

Look different in appearance, act, differently.

Spoken words mean different things to different people. We interpret according to our background of experience that is why visual aids are important tools in making our expression = impressions.

Audience participated by writing what came to mind when I said word check.

Some of the answers -

1. check king in chess
2. a sudden stop
3. limited action.
4. mark to indicate examination
5. a reprimand
6. written order to Bank to pay
7. an identifying ticket
8. crack in wood
9. check in cloth.

Thus we find what we say will be heard differently therefore we must find ways to make

Expression = Impression

or

what we say must say the same thing to learner.

Effective visuals in teaching are helpful in transfering ideas.

We have heard many speakers say

"Seeing is beleiving"

I like to say seeing helps learning.

Good visuals are good communicators because they help the teacher get the ideas he is expressing across. Visuals help learning.

A good extension worker uses visuals in teaching.

Extension workers reach people through three methods.

a. Personal contact.
b. Group methods.
c. Mass media.

Through these three methods he influences people to change:

1. How they do things(skill knowledge)
2. What they know (knowledge).
3. How they feel (attitude)

My job here to-day is to influence you to change by:

1. Increasing what you know about importance of visuals.
2. To be more skillful in using visuals.
3. To change how you feel about use of visuals in teaching.

"Variety is the Spice of Life"

The Extension worker who spices his work with a variety of visual aids is a more effective teacher because seeing is beleiving and seeing helps learning.

Three musts for effective visual aids are:

1. Decide what to teach
2. Outline your subject matter.
3. Visualize the key points.

When you make these three musts a habit you will be a better Extension worker because you will have confidence and poise.

There is no best visual aid but there might be a better one.

Visual aids may be used singly or in combination according to -

1. The teaching job
   Behaviour changes desired as:

   a. Learning a skill.
   b. Gaining information.
   c. Changing attitude.

2. The subject matter being taught.

3. The nature of the learner.

   a. Age level
   b. Education
   c. Interest
   d. Knowledge of subject
   e. Experience.
   f. Intelligence.

4. Relative cost in:

   Time

   Money

   Energy

5. The Extension worker

   1. Familarity with visual aids.
   2. Skill in using v.a.
   3. Skill in making v.a.
   4. Originality

Types of visual aids.

I will not discuss types of visual aids here as our Group Leader will present this material next Friday (See Group 5 Report).

Visual aids strengthen our teaching:

1. They help the teacher organise material.
2. Make expression = impression.
3. Vitalize or enliven instruction.
4. Picture experiences outside environment.
5. Combat verbalism or meaningless use of words.
6. Arouse interest
7. Hold interest
8. Motivate and stimulate.
9. Change attitudes.
10. Supplement other learning.
11. Help teacher and student remember.
12. They help clarify.
13. Save time.

Here are some guide posts in selecting and making visual aids.

1. Consider audience.

   a. size.
   b. level of understanding.

2. Visual aids must be easily seen.
3. They should cover key points
4. Visual aids should be easily understood.
5. Visual aids should be simple and direct.
6. Visual aids should be easy to handle.
7. Consider time and place when you plan visual aids.
8. Visual aids should be attractive, neat and clean.

To use Visual aids effectively.

1. Plan them carefully.
2. Arrange them in sequence.
3. Rehearse, practice,
4. Make the place comfortable and convenient,
5. Prepare the audience,
6. Prepare yourself - be skillful in using visual aids,
7. Keep audience guessing and wondering.
8. Involve the audience they like to be a part of the performance.

. . .

COMMUNICATION PROCESS*

Dr. J. Paul Leagans

Stated bluntly, the leadership in training centres, the blocks and the villages needs to do a better job of communication. It is said often that the Community Development message has not yet been communicated to the villagers. Much misunderstanding results from faulty communication. Too many people saying the wrong things, at the wrong times, in the wrong ways, to the wrong people, slows progress. What is needed is more people saying the right things, at the right time, in the right way, to the right people. This is the formula for good communication. Some of us like to refer to the formula as the "Communication Process".

I. What Is Communication?

Communication is the process by which a communicator helps others to gain ideas, facts, feelings, impressions, etc., in a manner that the receiver gains a clear understanding of the meaning, intent and use of the message. The term "Communication" comes from the Latin word "Communis" - meaning common. Communication, then, is a conscious attempt to share information, ideas, attitudes and the like with others. So, communication has to do with the way people get ideas. It has to do with the process by which two or more people exchange ideas, facts, feelings or impressions in ways that each gains a common understanding of the meaning and intent of messages.

The essence of communication, then, is getting the receiver and the sender tuned together for a particular message. Good communication, therefore, is the essence of good teaching. One cannot teach, if he cannot communicate.

II. Importance of Communication

Communication is essential to all human association. One's ability to influence others is closely linked with his ability to communicate his ideas. The essence of learning is the gaining of the meaning of

*Presented by Miss Moline

new ideas in relation to recognized problems. For two or more peopleto engage in a common, cooperative effort, they must be able to communicate with each other. To strive toward common goals, they must have a body of common knowledge and ideas.

The central task of instructors in the extension training centres is to promote common bodies of knowledge, attitudes and skills to trainees that will make them effective teachers of rural people. To teach and lead villagers to understand, accept and "put new knowledge to work for them" is a gigantic task and one that requires great communicative ability. It must be remembered that the "pay off" in village extension work comes only when the villager acts on new knowledge -- not when he has merely been exposed to it. Diffusing knowledge, therefore, is a relatively easy task. Getting people to understand, accept and apply it is the difficult one. At this point, teaching presents its great challenge. At this point, the "good" VLW is separated from the "less good". At this point, the true act of teaching must emerge. Good subject-matter and effective communication are the keys to successful classroom and Extension Teaching.

Good communication does not consist of "filling a packet", but of "lighting a lamp". Most of the progress you make in the future will stem from better technology and greater skill in communicating it to your trainees, and through them to the village people throughout India. You should keep clearly in mind that economic and social change will only occur to large numbers of people when your trainees have effectively communicated to them useful ideas in ways that they can understand and put them into use. This is the process by which the 5,55,000 villages of India will be re-built part by part. This is the process by which the "New India" will emerge.

III. Communication Process

Within the past few years, there have been some labels attached to the various parts of the communication process. These help to analyse and understand what goes on when two or more people attempt to communicate

with each other. We need to become familiar with them, so here they are:-

A. <u>The Act of Communicating</u>: This has three aspects:-

1. Expression
2. Interpretation
3. Response

What these are is the crucial point in effective communication. If the expression is not clear, the interpretation accurate and the response proper, your communication is faulty. It is one thing to get information <u>to</u> people; quite another to be certain it is interpreted as intended and responded to as desired. It is easy to control what our communications say, but difficult to control what our audience receives and concludes from them.

B. <u>The Elements of Communication</u>: There are five basic elements in the communication process. These are:

1. <u>Communicator</u>

   This is the person who starts the process in operation; the person who is sending the message such as:-

   -- Principal of Training Centre
   -- Instructors in Training Centres
   -- Village Level Workers
   -- Block Offices

2. <u>Audience</u>

   This is the intended receiver of the message through whatever channel you have selected. It may consist of:-

   -- One, or many people
   -- Men, women or both
   -- Youth groups
   -- Villagers, etc.

3. <u>Channel</u>

   This is the "avenue" of communication; the media used to transmit messages to the audience. Talks, discussion, books, newspapers, radio, bulletins, etc., are all channels of communication.

4. Message

This is the information the communicator wishes to convey to the receiver. The message is not the same as the subject-matter. The message is what the subject-matter says. For example:-

-- Fertilizer increases crop yields.
-- Washing rice properly improves its food value.

5. Treatment

This is the technique one uses to present his message. It has to do with the way a message is handled to get the information across to the audience. It includes the appeals which are used and the various techniques of writing, speaking or visualizing.

Good communication involves each of the five elements just mentioned. It requires careful identification and selection of the proper message giving it the right treatment, and sending it through the most effective channels to the correct audience. To do this effectively, one must have the answer to at least the following questions:-

1. What are the most important messages the audience should receive?
2. What is the best way to treat these messages to get maximum reception?
3. Who are you trying to reach? Why?
4. What channels can do the best job in reaching the audience?

C. The Process of Communication: The process of communication when effectively used consists of a skillful communicator sending a useful message, by proper channels, effectively treated to an appropriate audience.

1. A Good Communicator

   a. Must Know:

      1. His audience - needs, interests, etc.
      2. His message - subject matter.
      3. Meaning and extent of his message - objectives.
      4. Channels available and their value to him.
      5. How to treat the message.
      6. His personal skills and limitations.

   b. Must be Interested In:

      1. His audience.
      2. His message.
      3. Results and their evaluation.
      4. Communication process.
      5. Communication channels - their use and limitations.
      6. Improving his skill.

   c. Must Prepare:

      1. A communication plán - teaching plan.
      2. Communication materials.
      3. Evaluation plan.

   d. Must Have Skill In:

      1. Selection of messages.
      2. Treatment of messages.
      3. Use of channels.
      4. Understanding his audience.

2. A Good Message Must Be:

   a. In line with objective.
   b. Clear - understandable by whole audience.
   c. Leave no unanswered questions about subject concerned.
   d. Significant to the needs, interests and values of audience.
   e. Specific - no irrelevant material.
   f. Simple - covers only one point at a time.
   g. Accurate - scientifically sound, factual.
   h. Timely - especially when seasonal factors are important.
   i. Appealing and attractive to audience.
   j. Applicable - audience can apply.
   k. Manageable - communicator can handle.

3. Good Treatment of a Message Must:

   a. Clarify the objective of message.
   b. Fit the channels selected.
   c. Use best technical skills of presentation.
   d. Make message appear important and interesting.
   e. Meet criteria for good messages (above)

4. Good Selection and Use of Channels Must Consider:

   a. The objective of the message.
   b. Nature of the content of message.
   c. Combination of channels.
   d. Relative cost of channels in relation to effectiveness.
   e. Time available - communicator and audience.
   f. Size of audience.
   g. Channels available.
   h. Audience' knowledge of subject.
   i. Audience various channels can reach.
   j. Accumulative effect of message impact.
   k. Degree ofdirectiveness vs. abstractness of message impact.
   l. Extent of seeing, hearing and doing that is possible.

5. A Good Audience Must Be:

   a. Capable of understanding the message.
   b. Interested and Have Need for Information.
   c. Able to Apply the knowledge.

When the foregoing conditions prevail, it may be expected that effective communication will take place.

S U M M A R Y

Communication has to do with the way people get ideas. It has to do with the process by which two or more people exchange ideas, facts, feelings, or impressions, in ways that each gains a common understanding of the meaning and intent of messages. Good communication is the essence of good teaching. The central problem in classroom and Extension teaching is one of communicating useful ideas about important subject-

matter. One's teaching ability, therefore, can be no better than his subject-matter and his ability to communicate it to others.

One can't teach, if he can't communicate. It is one thing to get information to people, but quite another to be certain the information is accepted, understood and acted upon - not just received. It is easy to control what communications say, but difficult to control what an audience receives and concludes from them.

The basic means of communication is words. However, words are usually more effective when supported by other forms of symbols that also communicate, such as the many forms of visual aids. Complex human thought cannot usually be communicated except by use of words. Words link together all human activities, and form connecting links in every human relation. Your effectiveness as instructors and that of the VLWs you train, therefore, is ultimately determined by your skill and theirs in manipulating words and other symbols that convey useful ideas.

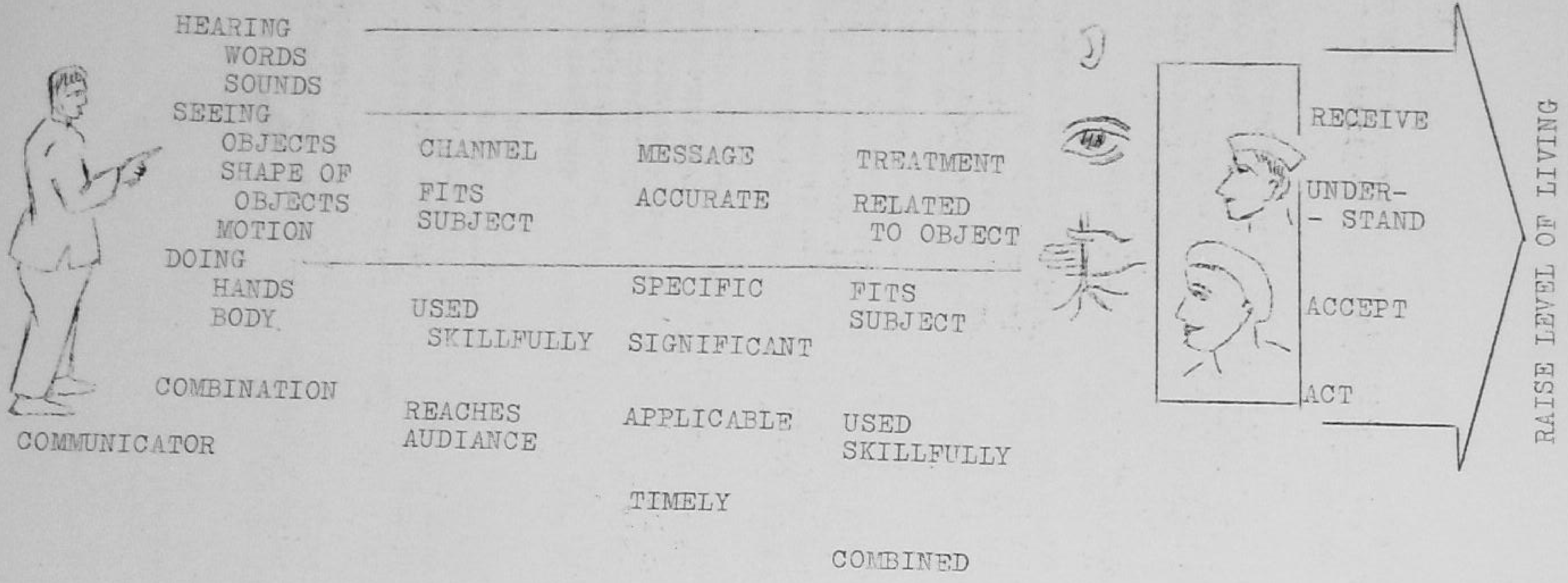
Problems in communication usually stem from such things as: the language used, the meaning of words, being specific, organizing messages, using channels of communication, knowing one's audience, developing an understanding of facts, and helping people recognize the importance of facts and their relationship to problems.

You should be constantly concerned about the questions: What impact are you making on people? What happens to people as a result of your communication? It is the impact on people per hour of effort expended that is the all-important consideration in communication.

Packaging and distributing your message, then, in ways that it is understood, accepted and applied is your great challenge.

. . .

FLANNELGRAPH ON COMMUNICATION
COMMUNICATION
EXPRESSION
INTERPRETATION
RESPONSE



Flannelgraph developed by: Dr. J. PAUL LEAGANS

METHODS AND TECHNIQUES OF EVALUATION

Shyam Narain Singh

The purpose of this talk is to help you to be more scientific in day-to-day observations. Scientific method is a way of accurate thinking which not only/is applicable to science but to every day living. My talk is not to make you - research worker. It is intended to help each of you evaluate your own work were accurately thereby gaining insight that will make rewarding to you.

Evaluation is something you do every day. You finish your meal and immediately evaluate it.

When you read a book you always have a reaction to it.

You just finish a meeting - very good and bad. Why was it bad or good. In the respect of our conclusions and judgement are no better than the fact you have. Through your observations you gathered facts and thereby made judgements, usually, however we do not have enough facts and if we do have we may not follow good rules of evaluation (which I will take little later) that will enable us to make sound judgement.

Introduction

If we look to the present position of Evaluation in the training program, we will probably find that in most cases it is not on scientific line. Before I go into the details of its working, I would define the word evaluation for your advantage.

Definition

Evaluation is a careful appraisal of activities in terms of objectives laid for a given program. It is a process by which the value of a given program are ascertained or analysed to enable one to understand and appreciate the relative merits or deficiencies of persons, groups, programs, situations, methods and processes.

It is a method for determining how far a given activity has progressed and how much further it has to be carried through to accomplish the objectives. It is a form of scientific enquiry, the essence of which is a process by which one "looks to see" by using valid and reliable methods. Evaluation stops us in jumping to the conclusion. It is to decrease our error in making decisions. It is to provide a factual basis for drawing conclusions and making sound judgements.

Individual efficiency is related closely as to how critically you examine your own work. Evaluation as applied to action programs therefore means the scientific process of assessment of changes that were taken place as a result of your teaching.

To an instructor evaluation means determining the values of his teaching.

Did you achieve the results you expected to achieve?

Did you use the most effective means of obtaining these results?

How can your work be improved to accomplish more with the same effort?

Purpose of Evaluation

The training is designed to bring about predetermined changes in the behaviour pattern of the trainee. Therefore, the evaluation of trainee is the process of discovering the degree to which the changes in trainee are actually being realized. Without an evaluation of the progress and accomplishment made, an Instructor cannot determine how well the teaching program has succeeded or what needs to be accomplished in future. If the objectives are satisfactorily reached new objectives can be included in the teaching plan.

Evaluation provides a basis for making advisable changes in teaching methods and procedures.

It makes greater achievement and success possible.

Evaluation in terms of objective

Evaluation of your teaching can be made only in reference to the objective of the teaching. Therefore objective of the teaching has to be made clear and observable.

Meaning of objective

Objective may be defined as the point or purpose toward which anything is directed. Changes in the behavious of the trainees are the overall educational objective toward which the extension teacher is directing his efforts. If your efforts are effective the person (trainee) who participates in the extension teaching program 'behaves' differently from the way he did before he took part. The participant knows something he did not know before; he understands something he did not understand before, he can do somethings he could not do something before, he can solve problems he could not solve before; and he has some attitudes towards things which he did not have before. The change in behaviour...these new knowledges, understandings, skills, attitudes and their application in life situations are the objectives of your teaching in which he participated.

For example the objectives can be new knowledge about contouring, better understanding of how contouring can save the soil, increase in yield and income, increased skill in planning on the contour on a favourable attitude toward contour farming etc.

Purpose of teaching objective

Teaching objective of a program have two major purposes.

(1) They serve as a guide in the selection of teaching methods to use in providing learning experience in the conduct of the teaching program.

(2) The objectives also serve as a guide in evaluation. It indicates or suggests the kind of evidence to obtain in checking on the results of the teaching program, and determining how successful it has been.

Formulating Teaching objectives as a guide in evaluation

Many times a program has been planned and conducted without objective. Instructor sometimes state objectives as things which they will do: For example, hold a class on Japanese method of paddy cultivation or assist trainees in the technique of Food preservation. The statements indicate that you will do but they are not statements of the results to be produced. Since the real purpose of extension training is not the performance of certain activities by the Instructor to teach the trainees but rather the performance of those activities to bring about change in the trainees -- the teaching objectives are these changes.

The second difficulty in formulating teaching objectives is that they are too vague. In case of trainee "to acquire knowledge of higher production" is an example of a vague teaching objective. It is a good longtime objective toward which the Instructor is working and in this sense is a general guide which cannot be used in Evaluation purpose. Therefore a specific teaching objective is required for the purpose.

Stating objectives

For objective to serve as a guide in teaching and evaluation the most useful form of stating objectives is to express them in terms which identify the -

(i) Person or group
(ii) The kind of behaviour to be developed in these people
(iii) The content including subjectmatter and the life situation in which this behaviour is to take place.

For example - VLWs (person) develop skill (behaviour) in Japanese method of paddy cultivation (content)

(Each of the three elements of teaching objectives - persons, behaviour and content)

When the objectives are thus stated they form a precise target for selection of teaching methods, a conducting the program and evaluation.

Level of objective

(i) Overall objective

"more satisfactory rural living"

(ii) General objective

"more yield per acre"

(iii) Specific objective or teaching objective

"VLW develop skill in Japanese method of paddy cultivation".

Evaluation is done at the teaching objective or specific objective. Objective at this level are concrete and tangible. The changes expected in behaviour pattern are clear and observable. The population involved is evident. The subjectmatter is definite.

After you have clarified exactly what your objectives were in your teaching, what goals you hoped the trainees would reach, what the trainee could be expected to learn and acquire as a result of the teaching that you did you have the background for an evaluation.

I think you can realize now that evaluation includes not only a measurement of the outcome of your teaching but also an analysis of the activity leading toward the results.

The success of your teaching must be measured by the extent to which these changes (in behaviour, attitude, skill etc.) are attained. Behaviour -- you can see the evidence of change in behaviour by the following:-

(1) It may be in terms of an improvement in skills - better understanding of - except an increased ability to solve the problems, a change of interest, or an increase in knowledge.

Steps in Evaluation

(1) Formulate objective - specific objective
(2) Clearly define objective formulated
(3) Fixing criteria - standard which will indicate achievement of the objective - how far the progress is made
(4) Develop method and technique of measuring what is to be measured.

various methods used:-

(a) Knowledge Test: It is important to know if a person knows information.
(b) Understanding Test: It is important to know whether a person understands or can apply certain acquired knowledge of principles.
(c) Skill or performance rating: These are used to determine skill being performed or the product resulting (degree of skill)
(d) Attitude scales: These are used to show how people feel toward things whether they are for or against certain questions, social issues or problems.
(e) Value scales: These are used to determine the value a person placed on things and to show what he thinks is important.

It is necessary to measure accomplishment in terms of criteria, the purpose of which to eliminate subjective differences in judgement. The evaluator has to develop some kind of devices as mentioned above to measure these criteria.

(5) Interpretation of results - Data collected by the instructor or other evaluators has to be evaluated and analyse before it is subject to interpretation. The changes that have taken place in trainees are the analysis of both quantitative and qualitative data.

. . .

RESPONSIBILITIES AND OPPORTUNITIES OF INSTRUCTORS.

Dr. J.C. Ramchandani.

I. Introduction:- Instructors in Extension Training Centres have an important role to play through trainees (Gramsevaks/Gramsevikas) in rural development of the country. These trainees have to be skillfully trained and used for changing the mind, heart and actions of people in ways that result in improvements educationally, socially, economically, aesthetically, morally and physically. It has been rightly pointed out by Dr. Leagans "that this process is one of working with people, not for them; of helping people become self-reliant not dependent on others; of making people the central actors in the drama, not the stage hands or spectators".

The central challenge to instructors of Community Development programme is to educate and train extension workers properly and well.* It is a heavy responsibility but the final rewards in the way of human welfare are rich and satisfying.

*and who can go out in villages and inspire farm families to adopt improved practices and methods that will help improve their farms and homes and solve their community problems.

II. Functions of Extension Workers:- Instructors must know the role and functions of Gramsevaks/ Gramsevikas in order to adjust their training according to the needs of the trainees. Following are some of the most important functions of these workers:-

(a) Gramsevaks/Gramsevikas by the very nature of their duties, are in a strategic position to study villages, its people and its agriculture and can examine problems of farm families, watch social and economic changes and

---

*Refer for further information to Guide Books developed by Instructors at All India Work Seminars.

serve their needs and interests. Success of community workers is largely determined by the degree of confidence that rural people have in the workers of the National Extension Service.

(b) Individual initiative with knowledge and skill is probably the greatest asset of any National Extension Service worker. Each must realise that he/she is part of an organisation and must conform to its policies and principles. Each worker must work in harmony with others to ensure a strong organisation and participate in worthwhile programmes.

(c) He should maintain an active village development committee, develop local leadership and assist leaders to plan and implement positive, progressive and constructive programmes.

(d) He should work with the organized groups of farm people and also to organise groups in un-organised communities.

(e) He should maintain proper records of information concerning local programmes, publicise progress and development, educate people on the best production, methods and economic and social development and keep posted the local people regarding national and international facts affecting them.

(f) He should utilise all possible means to cooperate with all agencies in carrying out village plan of work and give assistance to individuals in solving farm and home problems.

(g) He should keep the public informed of all extension activities.

All these functions are means to raise level of living.

III. <u>Characteristics of a good Extension Worker</u>:- Instructors should study the characteristics of Extension Workers that are important to success and should make every effort to develop them. Some of the attributes of ideal extension worker are as follows:-

(a) An unquestioned integrity.

(b) Abounding faith in the importance of extension work.

(c) Unlimited patience in over-coming community inertia.

(d) Contagious enthusiasm that inspires local leadership.

(e) An unquestionable optimism in spite of all discouragements.

(f) A grim determination to see the work completed.

(g) Endless good nature in face of difficulties.

(h) Sense of humour in face of difficult situations.

(i) Wide vision of the work to be done.

(j) Indomitable courage in standing for the right.

(k) Belief in the necessity of change of farm families.

(l) Loyalty to the organisation.

(m) Ability to bring about personnel co-ordination.

(n) Ability to lose gracefully.

IV. <u>Evaluation of extension work</u>:- The success of Extension Worker depends largely upon his/her ability

to evaluate jobs needing attention in accordance with their importance. The village plan of work should constantly be kept in mind and the various jobs should be rated according to their importance in this plan of work.

V. Co-ordination of circle programme:- Ability to achieve co-ordination of the circle plan of work involves both block staff and non-official agencies. Success of Extension Worker will be measured by his ability to secure co-operation of the representatives of all interested groups and agencies and with this co-operation it simplifies the operation of the various phases of the circle plan of work. Periodical conferences of all personnel and others provide best means of achieving the proper understanding and necessary co-operation to achieve such ends.

VI. Organisation of Leadership:- Leadership in a village may change and Extension Worker must keep in mind at all times and recognise these changes and utilise the new leaders as they develop.

Gramsevak/Gramsevika will be limited in her effectiveness only by the quality of the leadership he/she develops and works with. Failure to recognise the proper leadership will weaken the village programme and proper recognition of leadership will strengthen the same. The village programme of work embraces all activities and problems which the leaders of the village recognise as important. The scope of the programme should embrace all agricultural and related problems in the village. The importance of such a programme is that it acknowledges certain problems and suggests methods to solve them. People of the village will be benefited to the extent that these problems can be solved.

VII. Essentials of a good programme:-

(a) Situation and problems - Why
(b) Objective and goals - What
(c) Methods of procedure - How
(d) Co-operation - Who

(e) Calendar of work - When

(f) Map - Where

A good programme of work will distinguish between short term and long term goals and will clearly define the present situation of each problem and will rank the problems according to their importance and provide means of implementation.

VIII. Responsibilities of Instructors:- It is the duty of an Instructor in the Training Centre to understand functions and role of Gramsevak/Gramsevika and train them to discharge these functions satisfactorily. He should also develop in them the qualities required to discharge these duties. In addition, a good instructor should associate himself with all the activities of the centre and help in supervising and evaluating the training programme. At every stage, instructor has to keep the objectives of the training programme in view and ensure that the Extension Workers, after completing their training course, are fully equipped with basic knowledge and extension approaches, methods and techniques. During the training period, instructor will have to develop and maintain close and personal contacts with the trainees, so that problems and experiences in extension work are adequately communicated to one another. In fact, instructor should function as a living institution in extension education process evoking inspiration and instilling confidence amongst the trainees.

IX. Opportunities for instructors:- An instructor is in the unique position through his trainees to contribute immensely in the general development of the nation. He has the greatest opportunity to provide fully trained and skilful extension workers for the service of the country and he can rightly feel proud of his contribution towards the general welfare of the people. There can be no greater satisfaction to human mind than the sense of accomplishment.

In devising study course, preparing teaching plan and selecting teaching procedure, instructor

will have to indulge in much creative thinking which will discipline his mind and enrich his experience in the educational process. Group discussions, field visits and other extension activities will further lend themselves to opportunities for learning and acquiring knowledge, thereby re-emphasizing teaching effectiveness. Problem oriented training programmes in Extension Training Centres will keep instructors in close touch with villages and provide subject matter material from real life situations for more practical instruction.

Apart from developing co-operative relationships and acquiring new knowledge, instructor may have opportunities to undertake research projects in the extension field and may eventually prepare ground for higher degrees in the field of advance study. Even otherwise, the findings of such research studies may enable instructor to maintain a substantial contribution to the extension approach, methods and techniques suited to local conditions.

X. Sense of accomplishment:- Above all, the responsibilities of the instructor in the Training Centre provide challenges which reveal instructor's ability to cope with the problems involved. Special problems that instructor is obliged to face is to mould the trainees into competent extension workers who will be engaged in nation building activities. An instructor will in fact be doing a great national service in his own field. The sense of accomplishment accompanied with execution of his responsibility will perhaps be the greatest reward.

.-.-.-.-.

"EFFECTIVE TECHNIQUES OF CONDUCTING A CLASS"

Dr. B.N. Lal.

To a layman or an amateur, conducting a class always looks simple. The teacher merely feads from books, brushes up the day before the lesson and going to the class with an index of ideas from some old records, talks to the class from point to point and feels that the job is done. Some of the students listen and take down notes; others either copy from them or depend on the notes which the students of the previous class have left and which contain largely the same material year after year. This may be merely passing of the information, but it is certainly not learning in the sense that the proper atmosphere for learning has not been created for the student. Good teaching is complex, as the teacher has to deal with the most complex thing in the world - the human being. A successful teacher must be able to affect people in such ways that desirable changes occur in the attitude and behaviour of the human being. He must be able to encourage the individual to think and to make intelligent decisions, he must guide his behaviour with increasing effectiveness towards constructive ends.

Teaching has been described as the most difficult of all arts and profoundest of all sciences. In its absolute perfection it involves a careful knowledge of the whole being to be taught, and of the precise manner in which every possible application affects it - Horace Man, 1853.

One of the common errors usually held about teaching is that one who is in possession of a large amount of subject matter is also supposed to be equipped to teach. Besides knowledge of the subject, teaching needs special attitude and skill on the part of the teacher. The teacher and the learner stand at two different levels of knowledge. There is a gap. This gap between the trainees and the trainers has to be bridged through various methods of effective teaching. Each looks at a different side of the shield. It is the duty of the teacher to explore, invent, imagine and work to help the learner to take a

step forward towards the bridge on which the teacher stands. He must take the pupil, as it were, by hand and make him walk along the path of knowledge which he himself had to tread once.

There is another aspect of training and education which should not be lost sight of. The world is one of influence. Part of our energy is used up in the preservation of our bodies, beyond that most of it is, day and night, being used in influencing others. Our bodies, our virtues, our intellect and our spirituality, all these are continuously influencing them; conversely, we are also getting influenced by them. This is going on all around us. Some people impress and influence us more than others. We sometimes come across men with great learning and fluent speech but inspite of that they do not leave behind much impression as perhaps another man who although speaks few words but leaves behind a good impression. Words alone do not produce the impression. It is said that words and even thoughts contribute one-third of the influence in making an impression, the man makes two-thirds. This is called personality. It is the real man, the personality of the man, that runs through us.

The ideal of all education, all training, should, therefore, be this man-making. The end and aim of all training is to make the man grow. The man who influences his fellow-beings is a dynamo of power and he can do and gets done what he likes. This has a universal application in the life of the rich and the poor alike, workers and bussinessman, and in every one's life. It is needed more so in the case of field workers - Gramsevaks and Gramsevikas, who have to come in close contact with the masses everytime and influence them. With the training in subject matter it is, therefore, extremely necessary that conditions should be so created at the training centre that simultaneous growth of the man also takes place.

For training in subject matter, an effective teaching method is one which leads to effective bridging of the gap between the instructor and the learner. This comes by constant hard work, study and practice and above all by understanding the human nature and

behaviour. It is not that there are 'natural born teachers', it is true that some of them may be gifted more than others. Anybody with good intelligence, determination and the will to study and practice can become an effective teacher.

Effective teaching needs effective tools in the hands of the teacher. Experience has shown that human beings cannot be forced to learn unless a desire has been fired into them to learn. Creation of a genuine desire to learn and the proper atmosphere for that is the responsibility of the teacher. Learning, once acquired, must be authentic and lasting and should have application in life.

Teaching methods which can fulfil the above need may be termed as 'effective techniques of teaching or bridging the gap in knowledge between the teacher and the learner'.

This depends on three factors:

(A) Teacher.

(B) Proper understanding of the levels of knowledge of the learner and his capacity.

(C) Use of proper methods to reach the learner just at the level he stands and building up on that.

Let us examine the role of each of these in effective methods of teaching.

(A) <u>Teacher</u>:-

A teacher is necessarily a guide who has to lead the student on the path of learning. He has to be accepted as such. This implies that utmost care has to be taken in the selection of the teacher, as on his ability to guide and lead will depend the entire success of the programme of the learner to walk up to the desired goal.

One comes across a number of qualities prescribed for a good teacher, such as:-

1) He should have complete grasp of the subject.

2) He must have a liking for the subject.
3) He must like his pupils.
4) He should have no favourites.
5) He should always be ready to help his pupils.
6) He should be fair and considerate.
7) He should be patient and does not get angry when asked to explain.
8) He should be able to explain his subject in a simple language.
9) He should not hold the class by fear.
10) He should have a pleasant and sweet voice.
11) He should have a good memory.
12) He should be humorous.

To these, it may be added that the teacher should be a symbol of goodness and righteousness who should be an ideal for the students to follow.

(B) Learner:-

The learner is the most active and the interested partner in the process of learning. He has to develop a mood of receptivity and keep an open mind. In other words, he should have the desire to learn, be capable of learning and understanding clearly the purpose for which he is learning.

In all this, the teacher has again an important role to play. He has to inspire and motivate the student. This cannot be possible unless a thorough analysis is made of the student material, his present knowledge, his equipment, his aptitude, his interest and the purpose for which the training is imparted. More than anything else, it is the personal make up of mind and body of the learner that matters most in deciding upon the effective method of teaching him. For example, for a young boy a special technique is needed, for a grown up adult another one and for a fairly advanced man still another technique would be needed. Similarly the method for communication will have to be different in the case of a dumb than that needed for a normal man.

The human material has all along to be kept in view while selecting the method of teaching.

(C) Use of proper teaching method:-

After having analysed the student material and his level from where to start off, the teacher has now to select the various teaching aids, which he intends to employ. The instructor will have to constantly exercise his own judgment in the selection of right type of teaching methods and instruments in securing the needed equipments, supplies, reference books, bulletins and illustrative materials in preparing teaching plans for each job. He may have to take recourse to one method or combination of methods to accomplish his task. It must be fully recognised that good teaching requires careful planning of contents, procedure and proper use of methods. Effective teaching is done by plan and design and not by drift.

There are three stages involved in the process of teaching:-

1. Preparation of the subject.
2. Transmission of knowledge to the student.
3. Fixing impressions on the minds of the students and making sure that the students have learnt.

1. Preparation:-

This needs the following steps and considerations:-

(a) The talk should be planned in such a manner that due emphasis is given on every item and it is finished in time, so that the teacher has, in the end, time to look back upon, summarize and repeat the key-points in his talk.

(b) The points in the talk should be arranged in a manner and sequence that these may lead to arousal of interest and curiosity in the students and simultaneous

satisfaction thereof, leading to normal growth of mind.

(c) The notes must be prepared clearly and carefully.

(d) Sympathy with the students, while making the plan of teaching, should not be lost sight of. Is this going to be useful to them? - Will this be clear to them? - Can they be expected to know this? - are some of the considerations which the teacher should keep in view while preparing his talk.

(e) Newer knowledge should be added everytime by reading, experimenting, bringing personal experience and experiences of others also which may have bearing on the talk.

2. <u>Transmission of knowledge</u>:-

There are three methods of doing this:

(a) <u>Lecturing</u>: A steady flow of information from the teacher to the student takes place in this method. The lecturer does all the talking himself.

(b) <u>Tutorial System</u>: The teacher does not talk in this system but he puts questions to pupils and they do the talking. It consumes times and often brings the ignorance of the pupils to the surface. But at the same time, it draws originality from them and helps them to develop their will-power, power of thinking and expression.

(c) <u>Learning prescribed lesson as preliminary work</u>: In this the students first learn a lesson themselves and this is then explained by the teacher more fully and clearly, who also examines them to make sure that they have assimilated it.

It may be asked - which method is best? The answer is - none. They are all equally good for different purposes and a good teaching combines all.

3. Fixing impression:

This can be done again in three ways:-

(a) Reviewing the ground already covered.

(b) Encouraging questions and answers in the class.

(c) Describing outstanding problems. These will act as a challenge to good pupils and sometimes to a certain number of intelligent but lazy ones also who have failed to find scope in the class-room they need for their restless energies and high spirits.

The use of following teaching aids would be helpful in teaching:-

(a) Black-board.

(b) Charts and graphs.

(c) Flannelgraphs.

(d) Practical demonstrations.

(e) Individual and group discussions.

(f) Planning lectures by students.

When the teacher has explained his subject to the trainees and taken them some way along the path of knowledge, they can go over the ground together, growing familiar with the features they now recognise together, asking and answering questions as they travel along the bridge and pointing out the grounds which still remain to be covered. This is the best kind of teaching. On this level it stops being mere transmission of information. It then becomes the joint enterprise of a group of friendly human beings the teacher and the taught who like using their brains together.

.-.-.-.-.

HOW TO PREPARE AN EFFECTIVE COURSE OUTLINE AND A LESSON PLAN

G. S. Vidyarthi.

Introduction:

The quality of training of Village Level Worker is getting the attention of all concerned with the programme. The successful extension work will depend primarily how the V.L.W. is able to put accross his knowledge in the field situations. His training should be job related and problem approached. There is a great need of planning efficiently his training at the Training Centres. In such a planning the instructor is mainly concerned with the following aspects of teaching that:-

1. Whom he has to teach?
2. What he has to teach?
3. What methods he has to use for teaching?

Thus for an efficient, meaningful and purposeful teaching the instructors have to plan always effective course outlines in their particular subjects and prepare lesson plans.

Definition:

Practically speaking, the course outline can be defined as a systematic spliting over of various subjects included in the syllabus into convenient and meaningful units to be covered in a specific time schedule based on jobs, seasonal requirements, proper weightages and priorities and logical sequence for an effective instructional programme.

Objective:

The primary objective in framing an effective course outline is to equip the trainees with a most accurate and desired type of learning experience that he needs for an effective performance of his functions.

Responsibilities of instructors in developing an effective course outline:

1. Competence on the part of instructor in his subject matter field.
2. Thorough knowledge of people and understanding their problems.
3. An understanding of educational processes.
4. Skills of teaching and guidance.
5. Skills in communications.
6. Skills of working with people.
7. Skills of improving. No phase of education remains static. The instructor must continually examine and improve his teaching methods.

The following considerations may be kept in view in formulating a course outline:-

1. It should be planned well in advance.
2. Adapt it to meet the needs and interest of all members in a particular class.
3. Adapt training to the actual situations in which the trainees will use it.
4. Clearily of training goals - what trainees hope to accomplish through studies, discussions and practices,
5. Type of learners, their previous background and experience.

Formulation of an effective course outline:

At the training centres, following steps may be taken to develop the course outline for trainees.

(In case the syllabus is being developed at any other place than the Training Centres).

1. In such a situation, as soon as the syllabus of Village Level Worker or Gramsevika is being

received at a Training Centre, the relevant portion of the syllabus be sent to the concerned instructors for thorough study, it will be desirable if each Extension Officer, counter-part of instructors working in neighbouring block may also be provided relevant portion of syllabus in his particular subject for study.

2. Then hold meeting of the instructional staff of the Training Centre and if convenient associate block staff in these meetings. Some experienced Village Level Workers and Gramsevikas may also be associated in such staff meetings. Syllabus may be discussed with the following considerations:

   (a) The jobs which the V.L.W. or Gramsevika is expected to do in each field of activity.

   (b) Whether the contents of the subjects included in the syllabus, prepare the V.L.W/Gramsevika for their job in the field.

   (c) Whether the course needs some modifications in view of local experience.

   (d) Time limit in which the prescribed course can successfully be covered.

3. The total allotment of periods or time required for class room lectures, camp practicals, field practicals, study trips, village extension work and periodical evaluation in a particular subject be decided by each individual instructor in consultation with other staff members and necessary adjustments be made in between various subject units if required.

4. After having a consideration of the above, the course may be broken down by each instructor into annual and monthly schedules.

5. Fix weightage and priorities and sequence among subject units based on seasonal needs and local knowledge.

6. Break down the course into:

(a) Class room lectures.
(b) Camp practicals.
(c) Field practicals.
(d) Village Extension work.

7. Indicate periods allotted for each of the above. Adjustments may be made whenever necessary.

8. Keep the course outline flexible to include local knowledge and experience.

9. Review and evaluate it periodically in consultation with block staff, progressive farmers, retired and experienced subject matter specialists and trainees themselves.

10. Make amendments in the course outline on the basis of periodical evaluation.

If all these steps are taken into consideration while preparing course outline, then it serves as a more purposeful, effective and meaningful base of teaching for the trainers.

<u>Planning of a Lesson:</u>

" <u>Method will teach you to win time</u> " - Goethe.

A good teacher will always carefully plan his class-room activities in order that he can reach his educational goals, must directly and efficiently. Good lesson planning is essential to good teaching.

<u>What is a Lesson Plan?</u>

It is a statement of the aims to be realised and a specific means by which these are to be attained as a result of activities during the period the class spends with the teacher. A lesson plan consists of flexible arrangements, procedures or methods of action for achieving educational objectives which the teacher considers to be desirable.

Necessity of lesson planning:

1. Lesson planning ensures a definite objective for each day's work.
2. It ensures association between various lessons in the same main unit, the selection and organisation of subject-matter and materials.
3. It provides an opportunity to the teacher to know the most desirable types of teaching techniques and to prepare tests for evaluating the outcome of instructions.
4. It helps the teacher to become planned, organised and systematic and prevents waste of time.
5. It provides continuity in the teaching process.
6. It provides the teacher a sense of security as well as a basis for appraisal.

Merits of a good lesson plan:

1. A good lesson plan should preferably be written.
2. It should be both long range and short range in nature.
3. General and specific objectives should clearly be stated.
4. Materials of instructions should be selected and organised.
5. It should be flexible.
6. It should show a clear relationship what has gone before and what is to follow.
7. It states clearly the methods of teaching and teaching equipments required for a desired type of learning situation.
8. The plan should include the 'doing' and 'practice' assignments to create confidence and conviction in the minds of tranees about new skills and knowledge.

9. It should indicate the 'references' for use.
10. The plan should include evaluation exercises.

Competence on the part of instructors in lesson planning:

1. Thorough knowledge of subject matter.
2. Awareness of various principles and methods of teaching and learning.
3. Awareness of individual differences in the class.

How to prepare a good lesson plan - steps:

The preparation of good lesson plan on the part of instructors involves quite a good amount of thinking process of planning, arranging training situations and practice in doing the jobs. The following steps will help instructors to try to exercise in lesson planning:-

1. The Warm up or Preparation step - which arouses the interest of the trainees and helps him recall certain knowledge on which the new learning is based, knowledge to which he can tie the new material.
2. Presentation step - in which the new material is presented to trainees.
3. Application step - in which the trainee learns by doing, by applying the new learning.
4. Testing or check up step - in which the instructor checks up to make sure the trainee has learnt what was intended to.

References - Particulars of sources of authentic information.

For further details please refer to guide books produced earlier.

MAKING PRACTICALS EDUCATIONAL

G. S. Vidyarthi.

Introduction:

Classical education does not fit a man for any place in active life. While it trains the memory, reflection and reasoning, it puts out the eyes and stops up the ears. The great need of the many today is a more scientific and practical knowledge of the common things of life for creating sentiments of thrift and establishing habits of industries in them.

No one will have conviction and confidence in theoretical knowledge without ascertaining its practical application in particular circumstance or situation. This statement has its own strength according to the saying of the founder of Extension - Seaman Knapp who remarked that:-

One can doubt what he hears;
One may doubt what he sees;
but one cannot doubt what he does himself.

All modern educationists lay great emphasis on the practical side of the educational programme.

In Extension Training Centre, where V.L.Ws. and Gramsevikas are trained to work with villagers to undertake self-help programmes for raising their standards of living, there practicals play a very significant role in the overall programme of extension teaching. The whole virtue of the training programme consists in its practice. Therefore practical education in various disciplines at the Extension Training Centre should be developed through 'learning by doing' and 'seeing is believing' principles of extension education.

Definition:

Pract ical is a learning situation to acquire necessary skill and knowledge through performance of an

act and its practice. It enables the learner to learn by doing, seeing and discussing.

Objective:

There is a vast difference between the knowledge of a thing and that knowledge which enables one to practically make use of a thing.

Skill is the result of intelligence and practice. The man not trained to think, to observe carefully, to remember, to reflect and to reason can not attain great skill. To an industrially trained young man skill is almost an intuition. It does not go through a slow process of mental reasoning. The eyes grasp the object lesson , the memory retains it and the head is trained to execute.

The V.L.W. or Gramsevika after the training has to work as an independent extension agent to educate necessary skills to villagers in the field of agriculture, animal husbandry, cooperation, panchayat and public health etc. Thus he should possess through a successful practical training all necessary knowledge, skills and right mental attitude enabling him to give a lead to the village communities in the programmes of Community Development.

This change in V.L.W. or Gramsevika trainees cannot be brought out unless he or she is imparted an education which is job-oriented, problem approached and practical in nature. The main object of making the practicals educational at the training centres is to bring out a required change in the mind of trainees inculcate desirable type of habits, aptitude and attitudes to apply the acquired knowledge in the field.

Practical training at Extension Training Centres aims upon to fulfil the following more specific objectives:-

1. To impart competent knowledge to improve agricultural practices and allied fields in a planned manner.

2. To inculcate the habit of group thinking, group decisions and group action.
3. To develop a sense of satisfaction and pride in performing his duties for the services of village people.
4. To develop initiative and originality to do a job better than before.
5. To develop love and diginity of labour.
6. To develop ability and creative habits to apply available knowledge to new situations.
7. To develop confidence and conviction in his own competence to perform a job independently.

Selection of practicals:

Practicals to be organised during the training period may be divided as follows:

1. At the Training Centre.
2. Outside the Training Centre.

   (This includes organised field trips, study tours and village work).

The practicals should first be conducted in a direct guidance of the instructor at the Training Centres' farm, nursery, dairy, poultry, veterinary hospital, and laboratory etc. and then trainees should be given further practice under village conditions under the guidance of the instructor. Lastly when it is being ascertained, only then the trainees may be initiated to impart necessary knowledge and skills to farmers independently through practical teaching techniques.

Practical training in subject matter would not be educational if trainees are not being trained in different extension methods used for interpreting and communicating the established facts to a particular type of audience.

Selection of items for practical will depend upon the subject matter and also on the items in which

the trainees are expected to acquire necessary skills which they are likely to apply in the field.

Selection of practicals at the campus and off the campus will also depend on the physical facilities available for such a type of educational programme at the Training Centre and in the neighbouring area attached to the training centre.

The instructor should prepare a schedule of such practicals which he wants to conduct at the training centre and outside the training centre. It will vary from place to place, but it needs a pre-planning and pre-organisation of all practical activities to be undertaken during the training session.

Conducting the practicals:

An effective practical needs to be properly planned and conducted. The following steps would help in organising practicals:-

1. Statement of objectives and contents of the practical should be prepared well in advance.
2. A detailed plan to conduct practicals in each subject should be prepared by each instructor in consultation with his other colleagues.
3. Logical sequence of practicals be maintained in conducting them as far as possible.
4. List of teaching aids and materials needed for practicals be prepared.
5. Suitable record be maintained by each instructor of all practicals undertaken.

Competence of Instructor in conducting practicals:

The instructor should possess the following skills for successful conducting of practicals:

1. Thorough knowledge of subject matter.
2. Thorough knowledge of field problems in his particular subject.

3. Ability and confidence in imparting knowledge and skills to trainees.
4. Ability and patience to supervise and guide the trainees.
5. Awareness of right type of equipment and materials in requisite number.
6. Awareness of right time and right place to conduct the practicals.

Step in conducting the practicals (Methodology):

1. State job clearly to the trainees.
2. Find out what he knows.
3. Present the job.
4. Tell, show and explain the job -

   use all possible competent extension teaching methods.
5. Explain one step at a time.
6. Emphasize Key-points.
7. Do job again -

   it is always better in practicals that the instructor repeats the job once again to make a lasting impression of practical knowledge on the minds of the trainees.
8. Try out -

   the instructor may involve the trainees themselves in practical performance and may find out what they know and how they perform the practical.
9. Correct mistakes.
10. Continue until he knows.
11. Placement of trainee as trainer -

    This is a very important step in conducting the practicals successfully. Trainee at this stage must act as trainer and trainer may act as a trainee.

Evaluation of Practicals:

1. Check trainees frequently:-

The periodical evaluation.

2. Quit checking:-

When it is ascertained that the trainee has acquired the necessary knowledge and skills through a certain practical, the guidance from the instructor's side may be quitted. This is the stage of acquiring competence when trainee can be given initiative to carry out the practical independently.

3. Tell sources to get help:-

Instructor must equip his trainees with all relevant informations so that the trainees may acquire perfection in doing the job.

For making practicals more educational, it may be desirable to associate some very progressive or outstanding farmers of the locality when the practical is being conducted at the campus or off the campus. Sometimes some retired Subject-matter Specialists or personnel of Development Departments are also available in near by areas who can be of great help in conducting the practicals.

In practicals it should always be stressed that how a work has been done and not how much work has been done. It means technology to do a work is much more an important consideration than to total output of work.

In practicals the trainees should also be given a very thorough understanding of facts that how a

programme receives set-back if right procedures and steps are not followed to conduct a good practical in the field.

Organisation of objective study tours will be of immense value in making the practical more educational and create a desired type of impression on the minds of the trainees.

While conducting practicals the instructor should never place himself in the role of a master or a labour supervisor. He should actively participate himself in the practicals and supervise, guide and help trainees in practicals to make them follow the principle of learning by doing.

Practicals should never be labour assignments. Each practical must be purposeful, meaningful and educative.

In making the practicals educational instructor should never lose sight of socio-economic interpretation and explanation of the projects.

It will always be desirable that the trainees are given perfect practice in various jobs which they have to do in the field after completion of their training by alloting individual or in groups agricultural and allied practical projects at the training centre such as improved agricultural practices at farm, raising poultry, nursery or vegetable gardens etc.

Taking the comprehensive view of practical work one should not forget a number of other curricular and extra-curricular activities which should be carried out at the training centre to develop the right type of skill and knowledge in the trainees in various walks of their daily life. The trainees should be encouraged to form c-operative, panchayat and special committees to look after environmental sanitation, health, consumer's store, messing arrangements, cultural activities, games and sports and programme planning etc.

If all these activities are organised on sound and proper lines, they provide an adequate educational experience having a practical bias both to the trainers and trainees.

EFFECTIVE USE OF SYLLABUS IN DETERMINING PROPER EMPHASIS AND PRIORITY IN FORMULATING OUTLINES FOR CLASS ROOM INSTRUCTIONS AND PRACTICALS.

Dr. B.N. Lal

Syllabus literally means something taken together or a collection giving the heads, outline or scheme of a course of lectures, teaching, etc. and for all practical purposes is almost synonymous with the expression 'course of study'.

For determining any particular course of study, it is first essential to understand clearly the objective of teaching. Determining the objective is the most fundamental of all the processes involved in the framing of syllabus and its teaching. This is the starting point. A teacher is a producer and like any other producer he must know precisely what he wants to produce? What his product is likely to be? What type of men does he contemplate to turn out? - and so on. Acquiring of knowledge alone is not the objective. One has to go beyond knowledge if teaching has to be of any value. Knowledge should directly or indirectly help the learners to be able to do something they need to do and also contribute to the development of a desirable attitude towards something.

Teaching objectives particularly in vocational or pre-vocational subjects should be stated in terms of life activities outside the school and should be stated in sufficient details to serve as a broad base for selecting the course of study.

A course of study includes the kind, amount, and organisation of the content in keeping with the objective of teaching. Organisation of content assumes a consideration of the amount of time to be used and when is it to be used. In other words, the course of study embodies (1) teaching objectives, (2) time assignments, (3) the selected content, and (4) also the means and methods to be used in teaching. The responsibility for preparation of a course of study rests largely with the teacher. He may invite suggestions from people competent enough to help,

but he himself must finally prepare the course to meet the needs of those who will take it.

A syllabus should serve the following purpose:

(a) It should act as a blue-print, both for the instructors and the students, supplying the relevant information in respect of the intended training.

(b) It should help the instructors to know the content of the course in more precise terms in order to enable them to plan their instructional programme in advance; to anticipate the needs of the learners and their own in the shape of reference books, teaching aids, supplies for practicals and other requirements.

(c) It should bring uniformity in the standard of teaching, working and procedure of training, with such regional adjustments as necessary.

(d) It should indicate the priorities and weightage to be given to specific items in the different subjects to be dealt with during the training period.

(e) It should prescribe procedures for examinations to test the knowledge of the students at the end of the course.

In planning a syllabus or the course of study, the following major factors should be taken as guides:-

(1) The purpose for which the course is to be offered, its aim;

(2) The characteristics and needs of those who are to take the course;

(3) The educative environment of these persons;

(4) Sources of information available;

and (5) Requirements or demands of the vocation or other uses to which the learning is to be put.

Purpose of the Course.

The first requirements of preparing a course is to have a clear concept of the purpose the course is intended to serve. Without this there will be nothing to guide either the teacher or the student. It has to meet the needs of a clearly differentitated group of students. It is not that the course has to be worked out first and then the students fitted to it. The students and their needs are a central factor in building a course. They determine whether such a course should be offered as well as what the particular objectives and the content should be.

A syllabus should not be treated as something very rigid. The course can be changed when there is need for change; change is not something to be resisted. The changing character of social, economic and political life also brings forcibly to attention the need for changes in the syllabus. It also needs revision and expansion at times according to the changes in conception of education. The education may be a classical education; education for democracy; or education for 'use'.

Against this general background let us now go over the programme of training in which we are involved at present. In the past the development of the country was organised on individualistic basis and each department of the government undertook to work towards the development of people and the country in the line which pertained to its own subject, such as agriculture, animal husbandry, co-operation, public health, etc. For this kind of approach, individualistic training was needed and imparted to the field workers. There was hardly any co-ordination between the activities of different departments. The concept of development of the country subsequently changed with the change of circumstances. From individualistic pattern we switched on to the community development pattern in 1952, in which the community as a whole was to be developed along all the aspects simultaneously. This change in pattern of development necessarily called for change in our pattern of teaching and producing workers who instead of being single-purpose

could be multi-purpose. This required a sort of combined course in which something of everything dealing with village life and community had to be included. This became the main purpose.

In order to meet this, a start was made with six months course of training in extension. This had to be done on an ad-hoc basis, as the country needed immediately. Workers who could be sent out in the fields with the new concept of multi-pronged community development. The course included Agriculture, Animal Husbandry, Co-operation, Public Health, Social education and Extension methods. This was supposed to be adequate at that time according to the then need of the country.

But as time passed it soon became evident that the six months' course needed to be expanded and introduction of a basic course in agriculture of one year's duration in addition to six months' training in extension was considered essential. This led to a total of eighteen months course for the village level worker, one year for basic agriculture and six months for extension training. A syllabus was consequently drafted in 1954 to meet this need.

As more experience accumulated, it became evident again that the training imparted at the centres had to be modified, expanded and made more job-related. Committees consisting of Principals of Extension Training Centres and one or two officers responsible for organising and executing the community development programme were constituted on regional basis to draw up a model syllabus to suit the requirement of changed circumstances. Five such regional committees were formed. In addition to these a central committee was also constituted at the Government of India level to prepare a model syllabus on the basis of the recommendations of the regional committees. A syllabus was consequently drawn up in 1958 with the concurrence and consultation of most of the people involved in the line.

Simultaneously, there was also a move independently to combine the two courses of Basic agricultural science and Extension Training in one and call it the "Integrated course" and also enlarge its duration to two years instead of eighteen months. The

course which was prepared for eighteen months was adopted for two years' course also.

This, in brief, is the history of the evolution of the two years' course that we are running at present. The changes had to be rather rapid because there was noth-ing else to guide us except our own experiences in the field and we were quick enough to follow the dictates of the experiences before we could allow the matter to drift far. If further changes are warranted, as more experiences are gathered, these will also be made.

As mentioned above, the present syllabus is only to serve as a model. As geographical and other local conditions differ from place to place, emphasis on different items would also naturally differ from one region to another. It may also happen that some of the items included in the syllabus may not be useful for certain areas, while others not included may have to be added, still keeping within the broad frame-work of the syllabus. The present syllabus consists of two parts: the first part lays emphasis on 'institutional training' which comprises class-room study, practical training at the campus, and practical training in the field and the second part lays emphasis on 'job-training', in which the trainees are required to work indepndently in the field to gain confidence before they leave for regular field work, as an employee of the Government.

It may be useful at this stage to very briefly mention the role of the 'Gramsevak' in the programme of community development to see how far the syllabus meets the needs of the workers. The main objective in the community development programme are to "encourage, motivate and assist village families to develop and execute individual farm and house plans which will increase agricultural production; improve housing, sanitation and nutrition; and improve incomes and general living conditions. The 'Gramsevak', multipurpose worker as he is, has to work towards this goal.

His mode of utilisation in the field and the functions which he is supposed to perform have been at times subjects of controversy and numerous suggestions have been made - as to how he should be utilised in the field. But this does not take away from him his role in

achieving the goal and its importance - for which he is working, whatever may be the method or methods. It is, however, still true that in order to relate training with the 'job' that the 'Gramsevak' is supposed to perform and the skill which he has to acquire to be able to perform the job entrusted to him, there should be clear cut definition of what is expected of him and what method or methods he has to employ. The syllabus can then be altered or modified if necessary to suit the purpose and the weightages on different aspects re-shuffled.

Characteristics and needs of the students.

A course that does not meet the needs of the students has no justification. It must be realised that the course is for the students and they must be kept in view while preparing the syllabus for them. Considerations like these - what should the boys be taught in the particular line of study? Is the material too elementary or too advanced or too technical for them? Will it suit their knowledge, abilities and attitudes?, Will they be interested in this at the age-group at which they come?, etc should be kept in view while drawing a course of study for them.

Educative environment.

This includes all the surroundings or conditions external to the students that influence their learning and consequently drawing of a syllabus. The class-room, equipment, library, daily and yearly schedule, the farms, the live-stock, the practices are all parts of the educative environment. The regions in which the students have ultimately to work and the local conditions which are likely to face them also determine the course of the syllabus.

Information available.

While drawing the syllabus it has also to be ascertained whether sufficient information is available on the subject which is intended to be taught. Results of experiments, demonstrations, opinions of experts, practices followed by others must be checked up to see if adequate knowledge exists on the subject.

Requirements or other uses to be made of learning.

What are the demands of the vocation for which the training is given? - should be kept in view. This is not so important in the case of the training of the Gramsevak or the Gramsevika, who are trained to meet the specific needs of personnel for manning the scheme in the Community development programme. But consideration of this is very necessary in other types of training where persons are likely to seek employment in various professions.

Analysis of the syllabus.

After the syllabus has been prepared, agreed upon and handed over to the teachers, it is their duty to analyse the syllabus with regard to the content and the emphasis laid on different items in the syllabus. Preparation of course outline to cover the various aspects in the topic should then be undertaken and the periods assigned to each topic to be able to finish the subject within the prescribed time. After the course outline has been prepared with proper allotment of time for each subject, the next step should be to prepare lesson plan on each lecture, so that teaching may proceed in a systematic, coherent and planned manner. Teaching should be gradual, consistently progressive and directed towards the achievement of the goal.

Let us now analyse the existing syllabus in this light and see how most effective use of the same can be made. The two years' course provides for teaching in the following subjects:-

1. Agriculture I - Soil and Agricultural Engineering.
2. Agriculture II - Crop husbandry.
3. Horticulture and Plant Protection.
4. Animal Husbandry, Dairying and Veterinary Science.
5. Cooperation.
6. Panchayats.
7. Public Health.

8. Social Education.
9. Extension programme, planning and related basic information.
10. Minor Engineering Works.
11. Rural Industries.

The total marks for all the subjects including theory, practical and extension is 2,000. Of this 680 marks, i.e. 34 per cent are devoted to theory; 580 marks, i.e. 29 per cent to practical and 740 marks i.e. 37 per cent to extension.

If we analyse the marks alloted to each subject in theory, practice and extension as percentage of total the following position emerges:

Subject.	Percentage of whole Theory	Pract.	Ext.	G. Total
1. Agri. I	11.8	13.8	13.5	13.0
2. Agri II	11.8	13.8	13.5	13.0
3. Horticulture & Plant Protection.	11.8	13.8	13.5	13.0
	35.4	41.4	40.5	39.0
4. Animal Husbandry, Dairying & Veterinary Science.	11.8	13.8	13.5	13.0
5. Cooperation.	9.0	6.9	-	5.0
6. Panchayats.	9.0	6.9	13.5	10.0
7. Public Health	9.0	10.4	10.8	10.0
8. Social Education.	5.9	6.9	10.8	8.0

9.	Extension Programme, Planning, etc.	9.0	-	-	3.0
10.	Minor Engineering.	5.9	6.9	10.8	8.0
11.	Rural Industries.	5.9	6.9	-	4.0
	Total	100.9	100.1	99.9	100.0

The position of each subject in order of priority in the syllabus is as follows:-

		p.c.
1.	Agriculture	39.0
2.	Animal Husbandry, Dairying & Veterinary Science.	13.0
3+4	Panchayats and Public Health.	10.0
5+6	Social Education and Minor Engineering.	8.0
7.	Cooperation.	5.0
8.	Rural Industries.	4.0
9.	Extension, Programme, Planning, etc.	3.0

These priorities should guide the formulation of time to be devoted to each subject in theory, practical and extension and form the basis of preparation of time table in the joint meeting of the staff and the Principal.

There is another important point which should be taken into consideration while arranging the course, prescribed in the syllabus, for the entire duration of training. There are usually two ways of arranging the

course. In one way, certain subjects are taught exclusively in the first year and others in the second year. Thus an institution may find convenient to teach only farm crops, soils, or any other subject only in the first year and other subjects like Animal husbandry, co-operation, Panchayats etc. in the second year. The other system is known as the cross-section type. In this all the subjects are taught together in both the years, something of each subject every year. It may be desirable to follow the latter system particularly in the case of those subjects which stand high on the priority list and those which stand low on the list can be finished in one of the years. But this again depends on the teacher and he must clearly distinguish for himself the merits and demerits of either systems and adjust his teaching accordingly. It is, however, generally agreed that the local conditions and the problems existing in the area should determine to a large extent the arrangement of the course.

After having once decided the arrangement of course wit-hin one year or spread our two years, the content to be covered each year should be determined in relation to the time available. The teacher may first decide on the number of teaching days he wants to utilise to finish his course and then check up against the time available. If the time available is not enough he can adjust the content and the time to suit his objective and be in line with the time necessary for other subjects. The Principal should help in this adjustment. The teacher can then subsequently plan the distribution of his time month by month and also decide the sequence within each month. A monthly time-distribution should be prepared each year, showing the amounts of time and the period to be utilised for each topic. It may be necessary to go a step further and break-up even week-wise. If a copy of this plan of teaching and the course of study is made available to the trainee it would help considerably in effective use of the syllabus both from the point of view of the trainer as well as the trainee.

oOo

WORK GROUP I.

EFFECTIVE USE OF VISUALS IN CLASS- ROOM, PRACTICALS AND VILLAGE SITUATIONS.

@@@

Nothing is more important in the world today than the transfer of ideas from one person to another.

Visual teaching methods offer the teacher unique opportunities to increase the clarity and effectiveness of his vital message.

The value of Visuals in teaching has been known for centuries even long before, the ancient Chinese teacher observed that "One thousand hearings are not as good as one seeing".

An old Chinese proverb says:

What I hear, I forget.

What I see, I remember.

What I do, I know.

Considering the importance the subject has, we have to analyse from various angles, like what Visuals are, their, role, strengths and limitations and guiding principles to select Visuals for Class-rooms, Practicals and Village Situations.

Definition:

Visual aids are means of Communication that help to effectively transmit ideas through sight.

Role of Visual Aids:

Spoken words mean different things to different people. We interpret according to our background or experience that is why Visual aids are important tools in making our Expression Impression.

The role of Visual aids in Extension may be

classified as:-

a) Teaching.

b) Learning.

<u>TEACHING</u>.

1. Attract attention.
2. Arouse and sustain interest.
3. Avoid verbalism.
4. Motivate action.
5. Overcome language barriers.
6. Convince audience.
7. Speed up teaching.
8. Help teaching a large number of people at a low cost.
9. Make teaching easy, clear, real and accurate.
10. Create confidence in teacher.
11. Promote good relations between teacher and learners.
12. Emphasise key-points.

<u>LEARNING</u>.

1. Learn faster.
2. Learn more.
3. Learn uniformly.
4. Learn easily.
5. Learning becomes real, clear and accurate.
6. Remember longer.
7. Help illiterate people learn.
8. Help create better learning situation.
9. Help change the attitude.

<u>Limitations</u>:

Nothing in the world is perfect. Similarly alongwith so many strengths the Visuals do have a few limitations too. They are:-

1. The Visual aids are to be supplemented by some other aids to make them Complete in teaching or learning .
2. Preparation of Visual aids require time, money and energy.

3. Visual aids may become out-of-date and then they might give wrong impression unless changed.

Types of Visual aids and the different situations in which they can be used are:-

Type of Visual aid.	Classroom.	Practical	Village-situation
1	2	3	4
1. Demonstration.			
a) Method.	Yes	Yes	Yes
b) Result.	Yes	Yes	Yes
2. Display.			
a) Notice Board	Yes	Yes	Yes
b) Posters.	Yes	Yes	Yes
c) Exhibits.	Yes	Yes	Yes
d) Wall newspaper	Yes	Yes	Yes
3. Presentation:			
a) Real and live objects.	Yes	Yes	Yes
b) Mud sketches	Yes	Yes	Yes
c) Pull Charts.	Yes	Yes	Yes
d) Flannelgraphs	Yes	Yes	Yes
e) Flash Cards	Yes	Yes	Yes
f) Black-board.	Yes	Yes	Yes
g) Flip Books.	Yes	Yes	Yes
h) Models	Yes	Yes	Yes
i) Strip tease charts.	Yes	Yes	Yes

4.	Drama.			
	a) Skits	No	No	Yes
	b) Plays	No	No	Yes
	c) Puppets.	Yes	No	Yes
	d) Shadow plays	No	No	Yes
5.	Projector:			
	a) Slides	Yes	Yes	Yes
	b) Epidia-scope.	Yes	Yes	Yes
	c) Magic Lantern.	Yes	Yes	Yes
	d) Movies.	Yes	Yes	Yes
6.	Illustrated literature.			
	a) Folders	Yes	Yes	Yes
	b) Pamphlets.	Yes	Yes	Yes
	c) Fact sheets.	Yes	Yes	Yes
	d) Leaflets	Yes	Yes	Yes
	e) Circulal letters.	Yes	Yes	Yes
	f) Tours and field trips.	No	Yes	Yes

Guide to choose visual aids:

The criteria for the selection of Visual aids are:-

a) Subject.

b) Easy to understand.

c) Consider audience

(1) Size.

(2) Lev l of understanding.

d) Easy to see.

e) Simple and direct.

f) Easy to transport and handle.

g) Cover key-points.

h) Time, place and situation.

i) Cost.

j) Availability.

Effective use of Visual aids.

For the effective use of Visual aids, proper attention should be paid to:-

1) Planning.

2) Preparation.

3) Rehearsal.

4) Arrangement.

5) Presentation.

6) Suspense.

Summary:

To those who go out and work effectively with people, let it be clear that there is no basic competition among the channels of communication. The real challenge is that of making meanings clear and of getting ideas accepted.

You will find visual materials and methods to be a major help instead of an incidental one. With their help and an understanding of the communication process, you will get the job done.

MEMBERS:

Gulzar Singh Dhillon	LEADER
Narsimha Rao, B.,	RECORDER
Mrs. Rameshwari Mukerji.	
Prasad, P.C.,	
Rajagopalan, T.S.,	
Deshmuk, S.R.	
Bose, B.K.	
Miss Sybil D. Bates	CONSULTANT.

oOo

WORK GROUP II

(HOW TO CONDUCT RESULT AND METHOD DEMONSTRATION EFFECTIVELY)

Introduction

There are several methods to approach a villager. Some methods are more effective than others. The Extension worker has to learn by experience and continous search which one he is going to use in a particular situation, because each has its own merits and demerits. The choice of method, depends upon the Extension worker who has to rely on his own initiative and way of working to motivate the people. But, it can be said safely that a method which involves greater use of the sensory organs can be adopted to better advantage than others. Demonstration is an effective method of imparting new ideas and practices as it involves seeing, hearing and doing.

Demonstration

A demonstration is conducted to present an improved practice in an interesting & convincing way so that the people may accept it. An individual can be stimulated because he can take part himself. There is a saying "unless we hear we doubt, when we hear and see we may accept, but when we hear see and do, we believe." Demonstration is the best way to break down the natural resistence of people towards a change in their old practices.

There are two types of Demonstrations:

1. Result Demonstration.
2. Method Demonstration.

Result Demonstration

A Result Demonstration is a method of teaching to show the practical application of an established fact based on research under local conditions e.g. use of fertilizers, planting in lines.

What is Result Demonstration

1. It is a means of commu ication based on scientific facts.

2. It is practical.

3. It is not an experiment.

4. It is a proof to see and judge.

5. It is a comparision between old and new practices.

6. Combination of seeing, hearing and doing is involved.

7. It can be applied not only to Agriculture, but to other subjects such as Home Science, Public Health etc. viz smokeless chula in Home Science, vaccination and dis-infection of wells in Public Health.

In Extension Education the Result Demonstration can be used as an effective tool under the following conditions:-

1. When the people are conservative, superstitious and illiterate and do not want to take the risk.
2. Should be always conducted under suitable conditions.
3. Should be done when and where it is needed.
4. When a good demonstrator is available.
5. Should be simple and not complex.
6. When it involves maximum number of people.

<u>Steps involved in laying out a Result Demonstration</u>

I. <u>Planning the Demonstration</u>

1. Selection of the problem - based on the felt needs of the people.
2. Objective should be clear.
3. Collect all possible latest information on the subject through:
   a) Own experience.
   b) Reference books.
   c) Consultation with the Specialists.
   d) Consultation with the local leaders.

4. Discussion with the village people for planning Result Demonstration.

II. <u>Selection of Site</u>

1. Location - should be on the roadside and easily accessible.
2. Physical facilities required may be available at the site.

III. <u>Selection of the Demonstrator</u>

1. He should be a person of average income group.
2. Should be well respected by villagers.
3. The demonstrator should be selected by villagers themselves.
4. Should be a willing worker.

IV. <u>Detail plan of work on paper</u>

1. Purpose of demonstration - state objectives clearly.
2. Name of the demonstrator who will do it.
3. Place where it will be done.
4. Date and time of laying out.
5. How to lay out.
6. Village leader whose help will be taken.
7. Staff participating.
8. People for whom it is meant.
9. What materials and equipment are required.

V. <u>Execution of the Plan</u>

1. Check the written plan.
2. Prepare the key-points.
3. Collect all the equipment and materials needed and check them up.
4. Collect the people, so that they are able to see the demonstration.
5. Proceed step by step.
6. Explain the important steps.
7. Involve more people in doing and seeing it.
8. Put a sign on the plot to make it prominent and attractive.
9. Maintain the record.

VI. Publicity

1. Visit the demonstration plots often.
2. Arrange field trips.
3. Take photographs.
4. Put it on wall newspapers.
5. Source of talk.

VII. Records

Records of the results are to be maintained correctly and finalisation of the results is to be done in the presence of the villagers. Prizes and awards in the form of Seeds or Fertilizer etc. would encourage the villagers.

VIII. Follow - up

1. Arrange field trips at several stages.
2. Arrange an insured supply of material and services required.
3. Photographs should be taken at different stages, to keep the enthusiasm of the people.

IX. Evaluation

1. Was the Result Demonstration successful?
2. Can it be improved further?
3. Contact village leaders to ascertain how many people have adopted the practice.
4. Check the Credit Co-operative Depots, in case of agriculture to see how much seed and fertilizers etc. have been purchased or issued.
5. Contact the families to know their minds towards the recommended practice.

Merits of a Result Demonstration

1. The new practices can be applied to local conditions.
2. It is a means of extending the knowledge to large number of people.
3. Creates confidence in the Extension worker and in the farmer by a successful Result Demonstration.
4. Appeals to the eye and reaches ' Show me ' individual.

5. Provides material for thinking.
6. Helps to develop leadership.
7. Helps for comparison between old and new practices.

Limitations

1. Takes long time for planning and scheming.
2. Adverse weather conditions may result in failure of Result Demonstration.
3. It is difficult to find skilled demonstrator.
4. People may not take interest at the convincing stages.
5. Sometimes demonstrator gets prejudiced.
6. It is costly.
7. Difficult to get proper site for conducting such a demonstration.
8. If it fails, it will have damaging effects upon the minds of the people.

Method Demonstration

I would rather see a lesson
    Than hear on any day.
I would like you walk with me
    Than merely show the way.
The eye's a better teacher
    And more willing than the ear.
And counsel is confusing
    But example's always clear.
The best of all the teachers
    Are those who live their creeds.
For to see good put into action
    Is what everybody needs.
I can soon learn to do it
    If you let me see it done.
I can watch your hands in action
    But your tongue too fast may run.
And the counsel you are giving
    May be very fine and true.
But I would rather get my lesson
    By observing what you do.

Method demonstration is a device of showing the practices by actually doing and telling how to do it.

E.g. Canning of fruit
Use of mould-board ploughs.
Selection of good seeds.

1. It is means of communicating skill.
2. It includes the practices of improving an old skill or teaching a new skill.
3. It is a combination of hearing, seeing, and doing.

Difference between a Result and Method Demonstration.

Result Demonstration	Method Demonstration.
1. Shows comparison between local and the improved practices.	1. Shows no comparison but how to do something.
2. More skills are involved.	2. Only one skill is involved.
3. It is costly and takes a longer time.	3. It is cheap and quick.
4. This can be done only at a particular place.	4. It can be done at any place.
5. It can be shown to a larger audience.	5. It can be shown to a small group only.
6. It is not a part of method demonstration.	6. It can be a part of result demonstration.
7. It can be affected by weather.	7. It may not be affected by weather.
8. Shows a definite proof of an improved practice.	8. Does not concern with any proof of a practice, but shows how to do a thing.

Conditions which make the Demonstration most effective for motivating the people

1. If it is conducted in a given limited time.
2. When it is conducted after the interest is created and under the proper atmosphere, when the people feel the need of it.

3. Where the leaders and participants are interested.
4. When it is done skillfully.
5. When the demonstration suits the locality and is within the reach of the villagers' pocket.
6. If it is supplemented with visuals.
7. When the group is small.
8. If it is based on latest information suited to local conditions.
9. When the audience also participate in the 'doing' process.
10. Use of simple language is essential.
11. One Demonstration should show only one specific skill at a time.
12. Each step must be explained clearly and slowly.

Specific Steps Procedures
Planning

1. Planning the demonstration in terms of objective which should be clear, precise, and specific.
2. Collection of all possible information.
3. Outlines should be noted.
4. What is to be conveyed step by step in proper sequence.
5. How it is to be conveyed.
6. Key points are to be emphasised.
7. List all equipment, materials, and visuals needed.
8. Discuss with village leaders and seek their help.

II. Practise or Rehearsal

1. Arrange all the equipment and materials at the right side.
2. Check the efficacy of the equipment.
3. See that it is done in a given time.
4. Handle the equipment yourself.
5. Practise till perfection is achieved.
6. Choose proper dress according to the occassion.

III. Conducting the Demonstration itself

1. Get the audience to hear you and see you.
2. Arrange the equipment on the right side.
3. Put it on the left side after they are used.
4. State the objective in simple words.

5. Show step by step clearly and slowly.
6. Solicit questions at every stage.
7. Use simple language.
8. Emphasise the key-points.
9. Give opportunity to the audience to do it.
10. Distribute hand-outs, if any.
11. Repeat the process if necessary.
12. Summarise at the end.

IV. Follow-up

1. Frequent contacts with the individuals.
2. Maintenance of records of results.
3. Future plans to be planned by the villagers themselves.

V. Evaluation

Evaluate in terms of (i) objectives (ii) procedures (iii) interest created (iv) finished product (v) interms of results.

Advantages

1. Suited to teach a skill to many people.
2. Seeing, hearing and doing are involved which stimulates action.
3. If the demonstrator performs a successful demonstration he will become more confident.
4. Local leaders may be inspired by successful simple demonstration.
5. It imparts skill at a lesser cost.

Limitations

1. Size of audience, having different age groups, and different level of understanding.

2. It requires a skillful demonstratriator.
3. It requires right type of equipment.
4. All subjects and topics cannot be covered by method demonstration.
5. It is not easy to transport the equipment.

GROUP MEMBERS

1.	Sivasankaran, S.	LEADER
2.	Miss Kamala Devi	RECORDER
3.	Banerji, B.B.	
4.	Upadhyay, B.D.	
5.	Dhopte, N.S.	
6.	Gogoi, B.N.	
7.	Sharma, Satya Deo.	
8.	Miss V. Bhandari	CONSULTANT.

WORK GROUP III

PHILOSPHY OF EXTENSION, BASIC PRINCIPLES OF EXTENSION EDUCATION AND QUALITIES NECESSARY FOR A SUCCESFUL EXTENSION WORKER.

(A) Philosophy of Extension:

It deals with the importance of the individual in the promotion of the progress of the people and thus the nation.

India being predominantly an agricultural country, philosophy of extension in India means the development of the village family in its relationship to the village and the rest of its world.

Thus the guiding principle is the well-being of all mankind and creation of complete faith in the rural people, in their ability to develop themselves through mutual participation, cooperation and through the development of village leadership.

Main ideas constituting the philosophy of extension:

It is not what extension does for the people that counts but what it does to them that counts and thus the ideas underlying the philosophy of extension can be enumerated as:-

1. Promoting the physical, mental, spiritual and social growth of the individual man, woman and children and thus the nation.
2. Educating the people to analyse and recognise their own problems and plan their solutions through Government aids if necessary.
3. Educating them about the sources of Government aids and scientific informations and utilisation of these informations for themselves and the community.
4. Improving their standard of living by educating them as to how to have better food, clothing housing, educational facilities, helth services,

transport and recreation facilities.

5. Stimulating a love of rural life in village boys and girls.
6. Acquainting the Indian villagers with the importance of agriculture in their own as well as the life of the community and the nation.
7. Helping them to discover, develop and utilise leadership.
8. Helping them to develop willingness to assume responsibility for public welfare.
9. Helping them to understand that extension is a continuous process and satisfaction of the present need will not be sufficient rather it leads to the desire for satisfaction of another need. Sometimes entirely new problems come up which have to be solved.

Thus the main ideas behind the extension philosophy, what appears to us, may be summed up only in two categories:-

1. To educate the people who have a desire for knowledge.
2. To create a desire for knowledge in those, those do not yet have the desire so that they may acquire new knowledge, attitude and skill.

(B) Principles of extension:

1. It is based on analysis of the facts in the situation. All the facts concerning the soil, the people, the materials, the institutions, the community, the organisations and the agencies operating in the area should be taken into account.
2. It is based on needs: There can not be one programme for all families or all the villager as needs differ from family to family and village to village, Needs felt by people and for which they require help should be considered first.
3. It is teaching by doing as extension programme is a teaching process.

4. It is education for all the village people so that there is a change in their outlook and behaviour, which involves changes in knowledge, skill and attitude.

5. It is helping people to help themselves. They have to be taught to stand on their own feet.

6. It is a two way channel in which scientific informations from the research centres are passed on to the villagers for their benefit and the local problems are carried back to the research centres for investigation and solution.

7. It is a gradual process: The village people are slow to change and hence patience has to be exercised in their education.

8. It is a continous process: The situation changes through action of local people, economic and soil trends. New and improved practices and materials are found which have to be accommodated in the plan.

9. It is making unfelt needs felt by the people.

10. Extension must have a definite plan of action so that there is no doubt as to:

    i) Why it is to be done?
    ii) What is to be done?
    iii) Where it is to be done?
    iv) When it is to be done?
    v) How it is to be done?
    vi) By whom it is to be done?

11. It m st be carried out by trained and skillful personnel through simple methods and visuals to bring the desired changes.

12. The family should be considered as the basic unit in extension and then the village and the community.

    Every member of the family viz. children, youth and adults should be included in the extension plan.

13. The method of approach should be democratic: We should try t convince through persuation and not by forc .

14. There should be active participation by the extension worker in the action along with the people and not mere discussion and vice versa.

15. There should be flexibility in the programme so that it can be amended and adjusted when needed.

16. There must be living relationship between the extension worker and the people so as he or she is one with their joys and sorrows and there is mutual trust and confidence between them.

17. Extension worker should work in harmony with the culture caste and creed of the people i.e. he should be able to know the skills, methods and tools of the people. He should also be able to recognise their leaders, know their faiths and beliefs.

18. Extension programme should provide for evaluation. The extension work has to be evaluated for the progress from time to time by the villager as well as the extension worker so that adjustments are possible. The extension worker should also evaluate himself from time to time.

19. A successful programme gives satisfaction to both village people and the extension worker.

Example showing application:

The problem: Pure drinking water supply for the village people.

These are the steps to be taken in solving the problem:-

1. Recognition of the problem.
2. Analysing the problem.
3. Finding solution.
4. Planning.
5. Action.
6. Evaluation.
7. Reconsideration.
8. Follow-up.
9. Satisfaction.

Recognition of the problem:

Village Sarsa had an outbreak of cholera last year. It took a toll of thirty-seven live.

The village level worker through showing slides posters, pamphlets and talks led the people to recognise that the cause of out-break was contaminated water.

Analysing the problem:

The present situation is that there is only one well and one tank for hundred and twelve families. The well has no parapet wall, no proper arrangement for lifting water, no cover above the well and cracks in the casing wall. People bathe and wash clothes very near the well and hang their dirty buckets in the well. All the waste water gets stagnated and at time gets into the well. As one well is insufficient to meet the needs of all the village people, they have to drink from the tank also. The animals of the village also drink water from the same tank. People ease themselves in the close vicinity of the tank. People did not know that these were the causes of contamination.

Finding out solution:

A mass meeting was organised by the V.L.W. in which he put the problem before the villagers.
2. Different group meetings were organised in every locality and the groups came to the conclusion that adequate pure water supply was very necessary. More and improved wells were needed.

3. The group leaders and other important personalities of the village held a second meeting in which they decided:

a) construction of two new wells,
b) repair of the existing well,
c) disinfection of the existing well.

The V.L.W. was also present.

Planning:

The V.L.W. brought the problem before B.D.O. and other staff members at the block meeting and after due

consideration it was placed before the Block Advisory Committee in which it was agreed that the necessary subsidy should be given for digging the new wells and repairs of the old one.

2. A health committee was set up to collect the necessary funds for the work and the people were requested for giving shramadan.

3. The sites of the wells were fixed by the village health committee in consultation with the subject matter specialists. Date and time were also fixed for digging the wells and repairing the old well.

4. Disinfection of the existing well at regular intervals was also agreed upon.

5. A complete outline of the plan was discussed and drawn up.

Action:

1. Method demonstration showing the process of disinfection of the well was given by the V.L.W. on the agreed date.

2. The committee after receiving sanction from the Block through the V.L.W. began collecting materials and contruction was started on a fixed date with proper inauguration by the Sarpanch of the village.

3. The work was completed within the specified time.

4. The repair work of the existing well was also taken up along with the construction of new wells and finished within the time.

5. Help of the V.L.W. and the other technical personnel was available when over sought.

Evaluation:

1. The village people said that there was no necessity of taking drinking water from the tank as there was enough water now available from these three wells.

2. There has been no incidence of cholera in the village this year.

3. All the villagers participated in the contribution either in cash or in kind.

4. Three new leaders have emerged.

5. Only three families were dissatisfied with the sites of the new wells.

6. People have realised the importance of clean water supply.

7. The health committee will continue to solve other problems.

Reconsideration:

1. On the recommendation of the health committee a general meeting of the whole village was summoned to consider construction of sanitary drains, public bathing places and latrines in the village.

2. Proposals were also received for fitting hand-pumps in the wells.

3. The committee reported that some people were still washing clothes and bathing near the wells. These people were to be approached and persuaded to discontinue these practices.

Follow-up:

1. A revised programme for construction of 300 feet of pucca drains and fitting hand pump was formulated by the villagers and submitted to the B.D.O. for Government aid as far as possible.

2. Programme for regular disinfection of the wells was chalked out and the work was entrusted with the health committee.

Satisfaction:

1. The news of construction of these wells spread to the neighbouring villages. As a result regular visitors were seen at these wells. The

villagers of Sarsa were seen proudly explaining their achievements and the help given to them by the extension workers.

2. Taperecording of the opinions of the Sarpanch and a few leaders was made for broadcasting.
3. Photographs were taken and published in Kurukshetra and other magazines along with the story.

C. Qualities of an extension worker:

It is said that if wealth is lost, nothing is lost, if health is lost, something is lost but if character is lost everything is lost. To become a successful extension worker, one must have a sound character besides the other attitudes and qualifications noted below:

1. Faith in Extension work.
2. Skill at enquiry and collecting data
3. Ability to plan and analyse data.
4. Skill in communication of knowledge.
5. Resourceful.
6. Confidence
77. Far sighted.
8. Courageous.
9. Sincere.
10. Hard working.
11. Good organiser.
12. Able to find out leaders.
13. Able to give recognition.
14. Willing to learn from villagers.
15. Honest.
16. Impartial.
17. Tactful.
18. Patient.
19. Enthusiastic.
20. Ready to admit mistakes.
21. Truthful.
22. Up-to-date in technical knowledge.
23. Ability to evaluate.
24. Ability to know the needs.
25. Has a sense of humour.
26. Intelligent.
27. Sympathetic.

28. Humble.
29. Good natured.
30. Keen observer.

Barring a few exceptions it is not possible to have all these personal qualifications in one individual. But still majority of the qualities must be present in him to make him a good extension worker. Otherwise he may fail as an extension worker, for in absence of these qualities, the people will not believe in him, will not be impressed by him and at the same time he will not be able to help them find their problems and solutions and make their own plans. Thus the whole objective will be lost.

GROUP MEMBERS:

Singh, M.P.	... LEADER
Miss Vijayalakshmi	... RECORDER
Dange, P.S.	
Baig, A.D.	
Sharma, R.K.	
Byrappa, M.B.	
Miss E.L.Moline	... CONSULTANT.

WORK GROUP IV.

EFFECTIVE TECHNIQUES OF CONDUCTING A CLASS.

Introduction:

Experience shows that human beings cannot be forced to learn unless a desire has been created in them to learn. The creation of genuine desire to learn and proper environment to learn is the responsibility of the teacher.

Each of us is a teacher. We are engaged in the training of V.L.Ws. who inturn have the task of teaching village people how to improve their standard of living. This is a great and noble task. We should be proud of to be a part of this movement.

As this great educational enterprise has to be shouldered by V.L.Ws. they will have to be properly trained and oriented for the job. This training is to be imparted at the training centres by the instructors in such a way that the V.L.Ws. will be effective in their assignment. To achieve this end the class has to be conducted in an effective manner.

In the effective conduct of a class, a good teacher is one who is aware of the:-

(1) Principle of context.

(2) Principle of focus.

(3) Principle of Sequence.

(4) Principle of Evaluation.

He should further know the elements of a good learning situation i.e.

(1) Learner.

(2) Teacher.

(3) Subject matter.

(4) Physical situation.

(5) Instructional equipment.

1. Preparation for the talk.

One of the five elements necessary for creating an ideal teaching-learning situation is subject matter. Subject matter can be gathered from:-

Library:

(1) Relevant books on the subject.

(2) State Department Publications.

(3) Government of India Publication.

(4) Research Institute Publications.

(5) Catalogues.

(6) Periodicals.

(7) Circulars and instructions from various departmental heads.

(8) Other relevant Publications.

Experiences:- His own experience should be supplemented by new ones as teaching is also a learning process. This can be done by:-

(1) Visiting the research stations.

(2) Contacting the subject matter Specialists.

(3) Visiting different Blocks and holding discussions with the staff, Gramsevaks and Gramsevikas.

(4) Visiting near about training centres for exchange of ideas.

(5) Study the local conditions by contacting the progressive farmers, village leaders, Extension Training Centre.

After ensuring that the necessary material is available for the talk, preparation should be made to give an effective talk in the following manner:-

The teacher:

(1) Must have clear objectives before him.

(2) Must have full details of the topic he desires to teach.

(3) Should identify the source of information to check up.

(4) Should prepare the lesson plan consisting of:-

(a) Presentation.

(b) Application.

(c) Checking up.

(d) Reference.

With a clear voice and good expression the lesson should be presented in a pleasant manner. To do this the teacher:-

(a) Should note down the key points and the methods for highlighting them with adequate visual aids.

(b) Should collect and present visual aids.

(c) Should study the level of understanding of the trainees.

(d) Must use simple and regional language.

(e) Should rehearse the talk.

(f) Should prepare questions to bring out the key points.

2. Highlighting the key points:

With a view to have a lasting and clear impression on the minds of the trainees highlighting of the key-points is essential. This is done by:

(1) Putting questions.
(2) Using visuals.
(3) Summarising at the end.
(4) Quoting examples.
(5) Circulating the Mincograph materials.
(6) Posing problems relating to them.
(7) Dictating key points.
(8) Emphasising the key points.

3. Use of visual aids:-

Factors to be considered in selecting the most suitable visual aids in making a talk effective, interesting and attractive are the following:

(1) Topic under consideration.
(2) Background of the learner.
(3) Strength of the class.
(4) Time, place and occasion.
(5) Needs of the learner.
(6) Availability of the material.
(7) Cost of the material.
(8) Skill in handling.
(9) Transportation.
(10) Easy to understand.
(11) Attractive and effective in appeal.
(12) Physical arrangement for the audience.

Ensuring the use of visuals at proper time:-

The visuals should be used at the most appropriate time to make them really effective, attractive as per suggestions made by Miss Moline by observing the following points:-

(1) Proper planning.

(2) Relating to the subject.

(3) Proper sequence for use.

(4) Readily available.

(5) Pre-arrangment.

(6) Checking before use.

(7) Physical facilities to exhibit.

4. "Physical facilities" is the most essential element for creating an effective teaching learning situation, in the classroom. To provide the said facilities as per suggestions of Dr. Paul Leagans the following points are to be considered:-

(1) Location of the class-room.

(2) Comfortable sitting and writing arrangement.

(3) Free from all distractions.

(4) Maintenance of correct temperature.

(5) Sufficient light.

(6) Good ventillation.

(7) Adequate space for each trainee.

(8) Free from echo.

(9) Proper place for visuals.

(10) Raised platform for instructors.

(11) Number of trainees should be not more than 40 for theory and 25 for practicals.

(12) Talk should be audible.

5. <u>Questions and answers in class room instructions.</u>

Questions and answers is a method to measure attainments. This has to be present in one form or other as a part of the teaching-learning situation. It is an accepted process to know the effectiveness of talk. It also gives an opportunity to discover the main difficulties and deficiencies encountered by the trainees. The teacher knows how far he has been successful in his objective and to repeat if necessary. It helps in grasping the subject more thoroughly, correctly and properly as per suggestions by 1.

Questions can be put (1) in the beginning of the talk (2) in the middle of the talk and (3) at the end of the talk.

In the beginning, questions should be asked for worming up the trainees, in middle for ascertaining their understanding and in the end for evaluating of the lesson. It all depends on the discretion of the instructor.

In short, following are the <u>values</u> of using questions and answers:-

(1) To have co-relation and sequence with the previous talk .

(2) It creates a good learning situation and sustains attention.

(3) It brings the teacher and taught closer.

(4) It also creates interest amongst the trainees.

(5) It also stimulates thinking and desire to learn.

(6) It also helps to find out the level of understanding of the learner.

(7) Timid ones are also encouraged and initiative is created amongst them.

(8) It involves new ideas.

(9) Presentation becomes lively.

(10) It clears the doubts of the trainees then and there.

(11) It helps in summarising the lesson in groups.

(12) It also helps in evaluation of teaching technique and its improvement.

(13) It promotes division of lesson plan.

(14) To help to find out new problems in situation of work.

(15) It helps to test whether the learners have learnt or not.

In conclusion we can say that if the learner has not learnt, the teacher has not taught. The tools of the teacher are physical stimuli to the sense organs of the learner. The teacher has no magic influence. He can accomplish his ends only by putting before his learners what they can hear, what they can see, what they can feel, what they can understand, what they can do, and in no other fashion. Hence, ultimately the resources of the teacher must be found in what he can do to create the situation in which these actions can take place in relation to the content to be learnt. He must speak or write words and signs, draw diagrams and pictures, place before pupils, books, pictures, charts, models, specimen, implements, machines, and other material things, move things, make gestures.

To summarise, the effective techniques of conducting a class therefore requires the following steps:-

(1) The teacher must create harmonious and sympathetic relation with the learner.

(2) The teacher must make the learner comfortable and a willing recepient.

(3) The teacher must state the objectives of the talk clearly, precisely, and realte it to the goal of the learner.

(4) The teacher must relate the topic with the previous topic.

(5) The teacher must devide the talk, periods in units, as introduction, presentation summary, questions and answers.

(6) The teacher must decide the best method by which the topic can be best presented.

(7) The teacher must present the talk in simple and precise words.

(8) The teacher must expose the learners several times in different ways to create overlearning by involvement of more than one sense of the learners.

(9) The teacher must summarise the whole by highlighting the key points.

(10) The teacher must stimulate the learning through

- highlighting key points.
- testing the knowledge.
- testing the understandings.

GROUP MEMBERS.

Barjetia, I.C.	LEADER
Arora, S.N.	RECORDER
Kunsur, Sarojini R.	
Zuberi, Z.U.	
Krishna Rao. B	
Roy S.K. Malda.	
Balasubramanyam, T.V.	
Shri K. Venugopal	CONSULTANT.

oOo

WORK GROUP V

HOW TO PREPARE AN EFFECTIVE COURSE OUTLINE AND A LESSON PLAN

Introduction

The Community Development Programme is essentially educational in nature for bringing about a calculated change among the village people in India through extension education . Since the VLW is the key functionary, it is his knowledge skill and capability that will make or mar the ultimate success of the programme. Hence his training has to be improved to enable him effectively perform his primary duty as educator to help people go ahead under their own steam. How best this can be achieved by the instructors at the Extension Training Centres will depend on the selection of relevant and uptodate subject matter, working out a definite plan of presentation and the use of suitable methods and visuals for effective teaching. The proper framing of the " Course Outline" and the "Lesson Plan" helps them to achieve these ends.

Course Out Line
Definition

The term " Course Out-line" means splitting up of the subjects included in the syllabus into convenient units based on jobs, seasonal requirements, sequence and priorities for an effective instructional programme.

Objective

The principle objective in preparing a course outline is to present the topics under a particular sübject in a proper orders for effective teaching and learning.

Considerations that should be kept in view while preparing a course outline

1. It should be worked out well in advance and before the start of the term.
2. It should be flexible.
3. It should be able to meet the needs of the individual trainees.

4. It should be closely related to the jobs of the VLW and the Gram Sevika.
5. It should provide instructions under the same conditions under which the trainees are expected to work in the field.
6. It should indicate the priority and weightage given to topics under a subject.
7. It should be in a logical order properly linking one topic with the other.

Procedure in Developing a course outline

1. In order to frame a realistic course outline, it would be advisable for the Principal to call a meeting of the instructors, Block staff, and some experienced Gram Sevak/Gram Sevika to consider the following:-
   a) Whether the given syllabus meets the requirements of the field. If not, suitable changes can be effected by shifting priorities and deleting unimportant topics.
   b) The adequacy of the time limit prescribed for various subjects.
   c) Co-operation of the block staff for effective field and village work by the trainees.

2. The syllabus, then can be analysed on the above basis and broken up into annual, monthly and even weekly schedules of teaching, keeping in view the priority, sequence of topics and the inter-relations between the subject units.

3. The topics may be split up into:
   a) Lectures and discussions.
   b) Practicals at the centre.
   c) Village Extension work.
   d) Study tours.

4. Suitable periods be allotted for lectures, practicals and village work giving allowance for subsequent adjustments.

5. Seasonal and local needs should be duly considered.

6. Course outline should be flexible so as to include local knowledge and experience.

Evaluation

To assess the effectiveness of the training, periodical tests and evaluation of the trainees in theory and village work would be necessary. If there is any deficiency reflected in the course outline, it can be suitably amended.

An illustration of course outline in Co-operation is given in appendix 'A'.

Lesson Plan:

Definition

The course outline will be of no avail without a lesson planning. They supplement each other. The instructor through the combination of both tries to achieve the desired objectives of effective teaching.

The lesson planning, therefore, involves the preparation and presentation of the subject matter by the instructor in such a way that the trainees learn and grasp the instructions effectively.

Value and Necessity of having a Lesson Plan

1. Attainment of specific objective becomes easily possible.
2. The instructor develops a better knowledge of his subject matter through his efforts in preparation.
3. It is possible to present the subject matter in a logical order.
4. Waste of time in Class room is avoided by concentration on relevant points.
5. The systematic presentation keeps up the interest of the trainee and promotes learning.
6. It makes possible for the instructor to cover the subject within a given time.
7. It enables the instructor to maintain continuity of topics in his subject.

8. It enables the instructor choose the suitable methods and visuals for effective teaching.
9. It enables the instructor introduce questions and examples or case histories at appropriate intervals to keep up interests of the trainees.
10. Evaluation of the methods and visuals employed in teaching by the instructor becomes easy.

The Essential Elements of a Lesson Plan

From Instructor's point of view

1. It should preferably be written plan to be precise and definite.
2. Objectives should be specific and clear.
3. The lesson plan should be properly linked with the previous lessons given.
4. The subject matter be carefully selected and organised in such a way that it creates maximum impact on the minds of trainees.
5. The teaching method and visual-aids to be employed be clearly mentioned for effective teaching. The methods of communication should be well known to the instructor.
6. The lesson plan should be job- related and practical.
7. Some "doing" assignments should be indicated. Unless the trainee does the job himself or herself, necessaary knowledge and skill cannot be acquired.
8. Questions can be framed to find out how well the trainees have learnt.
9. The instructor should know the levels of understanding and background of his trainees.
10. Lesson Plan should be supported by a Reference of book to enable the trainees to study the subject in greater details.

From Trainees' point of view.

1. It should attract his attention and sustain his interest in the subject.

2. His desire to learn must be aroused.
3. It must convince him with reason and knowledge.
4. It must induce him to act.
5. It must bring him satisfaction.

<u>How to prepare a Lesson Plan?</u>

The following steps are involved in preparing a lesson plan:

1. Preparation - Introduce the topic briefly and precisely emphasising the urgency of the subject matter under discussion. Draw attention and create interest by relating it to the existing knowledge of the trainees.

2. <u>Presentation</u>

   The subject-matter needs systematic presentation with the aid of visuals. Key-points should be emphasized and high lighted through visual aids and repeatition. The skill and imagination of the instructor has scope for fully play in presentation.

3. <u>Application</u>

   To develop skill in doing, assignment of practical work both at camp and in the village is very essential.

4. <u>Testing</u>

   Informal and objective testing be made by trainers at times.

5. <u>References</u>

   Trainees be given references for detailed study.

An illustration of the lesson plan on "Manures and Manuring" is given in Appendix 'B'.

MEMBERS

Pangtey, K.S.	LEADER
Peter, D.	RECORDER
Sarojini P. Hajirnis	
Pillai, R.	
Suryanarayan Sarma. A	
Gorai, N.C.	
Kapur, K.C.	
Vidyarthy, G.S.	CONSULTANT.

APPENDIX 'B'

LESSON PLAN (ILLUSTRATION)

Class	V.L.W$^3_0$
Subject	Manures and Manuring.
Topic:	Inorganic fertilizers - use of Ammonium sulphate.

Material and Aids

1. Sample of Ammonium sulphate in a sample bottle.
2. Slide or poster of a plant - showing Nitrogen deficiency.
3. Slide or poster showing bumper wheat crops, by the application of Ammonium sulphate in comparison with a control plot.

Objectives

1. Since the supply of organic manures at the disposal of the farmer is limited, he should therefore be made fertilizer minded to supplement the Nitrogen needs of his soils.
2. It increases the vegetative growth of the crop.
3. It increase the yield per acre.

Preparation of the subject - matter

Introduction

It would be prepared in the following manner. Food shortage in India for the teeming millions - our problems - How to increase per acre yield of crops - Reasons for poor yields - Indian soils particularly deficient in Nitrogen It's solution - among the nitrogeneous fertilizer ammonium sulphate is one of the best easily available manure to the plants (in the form of ammonia). Ammonium Sulphate should be given along with the application of organic manures - manufacturing concern of Ammonium sulphate - Sindri Fertilizer Factory, Dhanbad Bihar - Price Rs. 16/- approximately for a maund - Sourde of availability - credit Co-operatives & other sales agents. It's recommended dose for wheat for irrigated and unirrigated fields - it's method of application:

% of Nitrogen in Ammonium Sulphate - 20.06%

Use The Ammonium Sulphate can be used in a variety of soils and crops, quite effectively under irrigated condition.

Method of actual application

1. By broad-casting.
2. By drilling.
3. Topdressing.

First find out, if possible, the nitrogen content of the soil by soil analysis. Then according to the nitrogen requirement for a particular crop and soil, the dose is ascertained & divided into two parts. First part of the dose (basal dose) should be applied as top-dressing just 3 or 4 weeks after sowing with first irrigation.

Dose In case of wheat under irrigated condition the dose is 25 lb to 30 lb nitrogen per acre and under unirrigated condition, it should be 15 lb of nitrogen per acre.

Advantages
1. Quick in response.
2. Promotes vegetative growth rapidly.
3. Easily soluble and available to the plants.

Disadvantages
1. Easily lost by leaching.
2. Residual effect - It leads to soil accidity by continious application in absence of organic manure. Hence it is advisable to use it alongwith the organic manures.

Economics

Wheat crop	Approximate yield per acre.
a) Manured Plot @ 30 Lbs. N 2 /P.acre.	15 mds.
b) CONTROL PLOT	10 mds.

The increase in yield is approximately 5 mds. more in case of wheat and the cost of this at the prevailing market rate (i.e. Rs. 16/- p.md.) comes to Rs. 80/- and the cost of Ammonium sulphate 1¾ mds. comes to approximately Rs. 30/- @ Rs. 16/- p. mds.

Hence the net profit per acre is Rs. (80-30) = Rs. 50/- by using Ammonium sulphate. (Taking into view that the organic manure in the shape of F.Y.M. is available with the farmers and no cost is involved. Hence the cost of it has not been taken into the consideration.

Note: the dose of ammonium sulphate may vary from place to place under different field and climatic conditions.

Precautions

1. While using as basal dose, the A/S should not be mixed with the seed.
2. Similarly while using it as top-dressing, the leaves should be protected from its direct contact.
3. Powder the lumps if any and increase the volume of A/S by adding a little quantity of soil before use.
4. Irrigate the field either before or after the application of A/S.

Learning by actual application

At the farm attached to the E.T.C., the trainees should learn the effective use of A/S on different crops of kharif and rabi seasons.

Testing

1. By putting oral questions on theory and practical.
2. By quizz test.
3. By actual application of A/S in crops at the farm of ETC.

References.

1. Manures and Manuring, I.C.A.R. Publication.
2. Krishi Main Unnati - By Dr. S.B. Singh.

SUBJECT: CO-OPERATION.

COURSE OUTLINE

Total periods available	Theory	Camp practicals	Field practicals
205	130	40	20

Evaluation: Camp 10, Field 5

££

Sl. No.	Month.	Topic.	Theory periods allotted.	Camp	Period alloted.	Field.	Pd. alloted.	Camp	Pd. allotted.	Field	Pd. alloted.	Remarks.
			PERIODS ALLOTTED					EVALUATION				
1	July	Organisation & working of a Primary multi-purpose co-op. society.	5(125)	1. Study of coop. consumers store at the centre. 2. Organisation of a multi-purpose Co-op. society with the given data.	2 (38) 8 (35)	Visit to a village where a multi purpose coop. society is working.	3 (17)	Test on organisation & working of co-operatives.	1 (9)			

Note:
This is only an illustraion for the guidance of instructors. A detail course out line should similarly be prepared on annual basis. The instructors may prepare his monthly training schedule based on it.

N.B.
VLW Trainers have to be initiated to organise a multipurpose co-operative society in allotted village during the course of concurrent village work in the following months.

Evaluation of Trainees on the basis of village work done.

WORK GROUP VII

The Use of Group Leadership and Group Methods.

Introduction:

It is proposed to discuss the use of group leadership and group methods so that one can have a clear understanding of group dynamics and how the group leader can stimulate effective participation in the discussion groups, and to have a knowledge of the different kinds of group methods in order to make teaching effective. The discussion has been divided into 3 parts namely:

i) Group thinking
ii) Group leadership, and
iii) Group methods.

A. Group Thinking:

1. A group is a meeting of two or more people who bear an explicit psychological relationship to one another. It is useful to remember that the group is a meeting not to talk about the topic but to attemp the solution of a problem and to know each other.

2. Why are groups formed:

   i) To help in solving problem cooperatively.
   ii) To warm up and to involve and audience.
   iii) For investigation, exploration and evaluation of many problems.
   iv) To establish habits of thinking and communicating which may prove to be of great value in other human activities.
   v) To help communicating a specific problem so that people will have something real to talk about as the basis of solving their own problems.

vi) To find out a most suitable solution out of maximum number of facts and judgments and various ways of dealing a problem.

3. <u>Functions of a group</u>:

i) To select goals and objectives.

ii) To try to find out ways and means of solving the problem.

iii) To give more weightage to the decisions arrived at.

iv) To give best attention to various problems so that they can be solved more effectively.

v) To stimulate individual thinking in the group.

vi) To analyse a problem and evaluate the suggestions for solving a problem.

vii) To establish the criteria or standards by which solutions will be judged as acceptable or not,

viii) To examine the consequences of each available solution.

ix) To select the preferred solution or solutions.

x) To put the preferred solution into effect.

<u>What is meant by Group Thinking:</u>

All the aspects of the problem both large and small are examined individually and interpreted. They are placed in their proper relationship to allthat is presently known about the problem and are judged significant or insignificant in relation to the groups' main purpose discovery of an acceptable solution to the problem.

Several members of a group must perform the three acts of thought - analysis, synthesis, judgment, much as they would do in individual thinking but now they will perform them together.

The major division i.e. the successive plateaus in group thinking are those of definition, analysis, the setting of criteria, posing of solutions, choosing and verifying a preferred solution. The group member should be continously aware of these five stages of the process and to know how to adopt them according to various types of subjects.

B. Group leadership

1. Group leader is the one who has been appointed and who has been given the full responsibilities of a guide in the group. He should be prepared to lead the group at any stage.

2. Qualities of a group leader:

i)	Personality	- should be able to control the group.
ii)	Intelligence	- in the sense of knowledge of subject and human behaviour and to stimulate the discussion.
iii)	Imagination	- to visualise what others are thinking.
iv)	Social mindedness	- ability to get along with others.
v)	Persistence and Tactfulness.	- Sympathy and tolerance not easily discouraged.
vi)	Energy	- both physical and mental.
vii)	Pace setting ability.	- accuracy and vividness in language, directness of speech, distinctness of pronounciation and control of voice.
viii)	Sense of time	- Concern for efficient use of time.
ix)	Democratic approach.	- should not impose his views, but let all members speak.

Functions of a group leader:

1. Subject problem	-	To inform himself about the subject problem, so that he will know how to guide intelligently those whose thiking he has to lead.
2. Acquaintance	-	He must become acquainted with the group so that he becomes familiar with the members, personalities, liabilities, potentialities because these are the personal factors which will influence the course of discussion.
3. What is expected	-	He should decide what is expected of him as a leader. He should be able to decide the special responsibilty involved in guiding his group on the particular occsion in question.
4. Plan the discussion	-	He should plan the route along which he will try to lead his group in the particular discussion.
5. Open the discussion	-	His opening remark should usually provide a brief introduction of the problem and should create interest in the subject.
6. Promote group thinking.	-	He must promote progressive development of group thinking and should accept responsibilities for calling attention to points of agreement and prevent any irrelevant issues to creep in.

7. Evenness - The successful leader is alert to encourage the shy and diffident and to deal tactfully and firmly with those who would monopolise conversation. He should not have any favourite.

8. Relevance. - The primary duties as discussion leader is to guide the enquiry along its course from analysis to solution of the problem. For this attention of the participants should be focussed on the same phase of the problem at the same time.

9. Prevent confusion. - As a group leader he should be able to clarify or ask for clarification of vague and loose terms and statements that may cause confusion. He should intervene in case of mis-understanding or mis-interpretation.

10. Close the discussion. - When the discussion group has reached the solution, the final responsibility is to draw the threads of discussion together in a concluding statement. We feel that it is very difficult to find out a leader at the Training Centres who will be able to carry on all the above functions because there is no specific standard of admission to the training centre. In the villages the level of literacy is very low and very few people can be trained as leader.

C. Group methods:

1. Buzz Group.
2. Large group discussion.
3. Opposing panel.
4. Socio-drama.
5. Lectures.

6. Symposium.
7. Panel.
8. Radio discussion.
9. Forum.

Buzz group:

In short time which is at the disposal the analysis of the problem is emphasized and enables every member of the group to participate in the discussion. The whole emphasis of the buzz group discussion is an percieving basic facts and ideals, broadening the understanding and discovering new sources of information. This is the most effective way of teaching in the Extension Training Centre provided there is adequate space and larger number of instructors. With present strength of instructors it is not possible to use this system without deterioration in the quality of teaching.

Large discussion:

It gives an opportunity for each person to try out his ideas in a small group and then if he would like to report the ideas to the total group he will have his chance for it. It includes more people but has the difficulty that it produces lesser ideas and the progress is very slow. There is less of participation and individual attention cannot be given. It can be used to check the progress of what is going on in small group discussions. It can stimulate the small group discussions.

Opposing Panel:

The group is divided into two: one putting the questions and the other answering it. This will have the effect that every member of the group will have to be ready with the subject. It keeps all the members attentive and helps them to know the standards of the group. Such discussions can cover new grounds. With the scanty library facilities at present it has not been possible to introduce this system.

Socio Dramas:

Socio drama is for the purpose of testing ideas in advance of putting them into effect in a real situation. It is thus a means for re-hearsing action and through subsequent diagrosis of the action identifying various factors that enter into the situation. Emotions can be portrayed clearly. It is very helpful in teaching the illiterate, but it requires great skill time and money.

Lectures:

This is the method which is commonly used at-present. The lecture confines the sources of group stimulation into a single person. The single lecturer is assigned the responsibility for clarifying a problem and posing and explaining the situations. Dis-advantages are only one speaker, one voice and one personality. This results in the deterioration of the interest of the audience rapidly.

Symposium:

The symposium is essentially a group of speeches on various phases of a single subject. Usually there are three to six speeches each 5 to 20 minutes in duration and should be limited to total of 1 hour, if the interest is to be maintained. The main advantage of the sumposium is the opportunity for full and systematic expression of ideas, without interruption. The audience will have usually a better grasp of the whole of the new subject from hearing a series of well organised speeches. But the disadvantage is that it increases passivity on the part of the audience. It is very difficult to get subject matter specialists in the present circumstances. Hence it is not adopted.

Panel:

Panel discussion is a conversation among several people held infront of a larger group. It can be extremely effective provided it is well planned and guided. The leader should sum up and more from one point to another and should not limit the participants

in this respect. It gets people more interested. The subject will be better known than by a lecture. As said in the symposium the point is applicable here also.

Radio Discussion:

On principle it is important to remember that the essential nature is the same as that of discussion in general. The demonstration of reflective thinking in the listening or viewing audience is still of paramount importance. The difficulty is to adjust the time-table in the centre to that of Radio discussion, but it is very useful in villages.

Forum:

Forum is a form of public discussion in which a group seeks to explore a problem by means of questions and answers, and brief statements under the guidance of a skilled chairman. Its advantages are that it enables the audience to gain supplementary information from experts. The experts are not very easily availale.

Conclusion:

In short various aspects of the problem of group thinking, group leadership and group methods have been discussed. We feel the group methods of short group discussions, large group discussions and lectures will go a long way in improving the methods of teaching in the Extension Training Centres.

GROUP MEMBERS

Sabapathy, K.	--	LEADER
Kamath, M.R.	--	RECORDER
Zaidi, A.H.		
Ratna Rao, M.		
Panda, S.		
Kamara, Y.C.		
Miss Urmil Chib		
Dr.H.W.Butt	--	CONSULTANT.

WORK GROUP VII

FUNDAMENTAL PRINCIPLES OF LEARNING AND TEACHING.

Introduction:

" To solve any problem of Indian Education, it is essential that there should first be experience of the humbler routine of teaching"

- VIVEKANAND.

" To help people help themselves", is the main theme of all development programmes. This requires education - education of people. Education requires learning and learning requires effective teaching.

The group has given careful consideration to this problem and feels that one must understand thoroughly the guiding principles of learning and teaching, if he has to be a good extension worker, who is involved in Extension Education. It is, therefore, essential to know the meaning and scope of the following key-words:-

i) Principle.
ii) Learning.
iii) Teaching.
iv) Teaching methods.
v) Learning situations.
vi) Learning experience.
vii) Motivation.

Principles:

1) A fundamental doctrine.
2) A fundamental primary or general truth on which other truths depend.

Learning:

i) It is a process by which an individual through his own activity becomes changed in what he does and how he does it.

ii) It is a process by which an individual makes some new skill or idea his own, because in some way and to some degree it fills a need he feels.

Teaching:

i) A process of arranging situations that stimulate and guide learning activities towards those that specify desired changes in human behaviour.

ii) Planned procedure to promote desired changes in behaviour.

iii) Teaching is organisation of learning.

Teaching methods:

Teaching methods are devices used to create situations in which effective communication can take place between the teacher and the learner.

Learning Situation:

Learning situation is a condition in which the basic elements necessary for promoting learning are present. The basic elements are:

i) Instructor.
ii) Learners.
iii) Subject-matter.
iv) Phsycial facilities.
v) Teaching equipment and materials.

Learning experience:

Learning experience is the mental and/or physcial reaction. One makes through seeing, hearing or doing the things to be learned through which one gains meaning and

understandings of the materials to be learned.

Motivation:

It is goal seeking or need-satisfying behaviour of individuals. It is basic to both learning and teaching. Motives are springs of action that cause people to do things. The motives are classified into four categories:

i) Desire for security - Economic, Social, Psychological and spiritual security.

ii) Desire for experience - Adventure, new idea new association, new thinking.

iii) Desire for response - Companionship, Social mindedness, sense of longing.

iv) Desire for recognition - Status prestige, and achievements being looked out to.

How learning takes place:

Learning takes place through:

1) ASSOCIATION: People learn new things and ideas by associating them with what they have already acquired or learned.

2) TRIAL AND ERROR: Learning takes place by repeating and making trial of new ideas till perfection.

3) RETENTION: Knowledge acquired through learning is retrained for application.

4) RECALL Recall of knowledge already acquired for application.

5) RECOGNITION: is perceiving something as having been experienced before.

6) RORGETTING: Forgetting what has been learnt paves way for learning new things.

7) TRANSFER: Knowledge acquired used for learning new skill.

Learning Principles:

Learning teaching is a continuous process from birth to death.

The learning principles are as follows:-

(1) Learning is growth like and continuous. implications

(a) Teaching must start at the level of the learner. The instructions should be in-conformity with the standard of knowledge of the learner it it has to be effective.

(b) New ideas must be related to old.

There should be continuity in gaining knwoledge or skills and new ideas must be logically related to old.

(c) Pace must be adjusted to the learner's capacity.

The speed of learning should be in conformity with the learner's capacity to grasp.

(d) Ideas must be brought to the attention of the learners repeatedly. The learner has to be ordinarily exposed several times in order to impress on him certain ideas.

(2) Learning is purposeful -

Implications:

a) Objectives must be clear to the learner and the teacher.

b) Purpose must always be kept in focus.

c) Learning must make sense to the learner.

d) Progress must be appraised and redirected.

Example

The dusting of Gammaxane to destroy paddy bug which causes serious damage, immediately appeals to the cultivator. The control of paddy pest is meaningful to him. Thus the efficacy of the insecticide on the insect and the saving of crop from damage makes an easy appeal and cultivator readily learns it.

(3) Learning is an active process on the part of the learner.

IMPLICATIONS: It is what he does that he learns.

a) SKILL: He must practise them.
b) FACTS: He must relate them.
c) ATTITUDES: He must change them.
d) APPRECIATION: He must develop it.

Example

Learning castration of scrub bulls by Burdizzo's Castrator:

A Gramsevak handles the Burdizzo's castrator and acquires the skill in using it. In the course of practice with castrator he relates facts and implications behind castration.

There is a general change in attitude towards castration, once he acquires skill in handling the castrator. As soon as there is change in his attitude he appreciates the new method of castration with the help of castrator.

(4) Learning involves appropriate activities that engage maximum number of senses - seeing, hearing, doing, feeling etc.

The major senses involved in learning are, seeing, - hearing , and doing. Scientific data also

supports the use of major senses for effective learning.

Approaching people through different senses.

Sense involved.	% of Retention by people
(a) Hearing	About 20 - 25 %
(b) Seeing	About 30 - 35 %
(c) Hearing & Seeing.	About 50%
(d) Hearing, seeing and doing.	About 90%

The demonstrations which involve hearing, seeing and doing on the part of learner, can make teaching perfect.

Example

The demonstration of dusting the Gammexane for controlling the Paddy bug, will involve the major senses of the farmer. The farmer sees, hears and does the dusting and convinces himself of the efficiency of dusting operations. The farmer learns the control of paddy bugs by conviction.

(5) Learning must be challenging and satisfying:

Implications:

(a) Give timely and appropriate recognition to learners achievements.

(b) Learning should be within the capacity of the learner.

(c) Create challenging situations which challenge learners' abilities.

Example

A farmer notes the incidence of 'Paddy bug'. The problem of controlling the pest is a challenging one. The experience of learning the method of controlling the paddy bug by dusting gammexine poses another

Example

A person wanting to preserve cattle manure proceeds by making a pit, then putting litter, soil and urine, dung mixture in alternate layers and finally plastering it. This is a process and while teaching, the Extension worker follows it step by step.

II. Teaching must effect educational changes in the learner. It should bring about changes in:

a) What they know - Knowledge.
b) What they do - Action.
c) What they think - Attitude.
d) How they can do - Skill.

The change over to compost making from the ordinary method of farm-yard manure making, shows the expression in the change of the farmers' knowledge, attitude and skills.

III. Teaching requires effective communication:

Effective teaching is what is imparted effectively.

In the case of compost making, the teaching would be most effective only when demonstrated practically. Other visual aids which provide effective means of communication such as film-strips, posters, field trips etc. may also be used.

IV. Teaching requires both content and method. i.e. what to teach and how to teach.

V. Teaching requires use of major senses of the people like seeing, hearing and doing.

Teaching consists basically of arranging situations for the learner to see, to hear, or to do the things to be learned. A combination of these is very effective in making impact on people. But to promote action:

1. Secure attention of learner.

2. Secure and hold his <u>interest</u>.
3. Arouse his <u>desire</u>.
4. <u>Convince</u> him.
5. <u>Induce</u> him to <u>act.</u>
6. See that his action gives him <u>satisfaction.</u>

VI. <u>Teaching requires learning situations that include five major elements</u> - viz.

1. The learner.
2. The instructor.
3. The Subject matter - content.
4. Physcial situation.
5. Instructional equipment and materials.

VII. <u>Teaching requires that learners have effective learning experience</u>.

A learning experience is the mental and/ or physical reaction one makes through seeing, hearing or doing the things to be learned through which he gains meanings and understandings of the material to be learned.

A learning experience can not be attained by simply being physcially present in a learning situation. It is much more than that. It is what the learner does while he is in the learning situation that is important. He must give undivided attention to the instructor and deep thought to getting the facts, understanding their meanings and to seeing their application to his needs and probelms.

Learning is an active process on the part of learner.

<u>Extension Teaching:</u>

The extension teaching is the application of the principles of learning and teaching.

Extension teaching is process of creating situations, which influence people to make those desired changes in their behaviour that contribute to better farming and home making.

challenge to the ability of the farmer. The farmer by acquiring the knowledge and skill controls the paddy bug which gives him satisfaction. The learning of paddy bug control is within the capacity of the Farmer and poses a challenging situation in the early stages.

6. Learning must result in functional understanding.

a) Relates theory to practise.
b) Create activity that stimulates actual situation.

Example

The theoretical knwoledge that Gammexine dusting will control the 'Paddy Bug' has been related in practices by dustring gammexine .

7. Learning requires, several exposures before change is noticed:

Implications:

a) Expose learner to several times in different ways.
b) Use A.V. Aids to expose the learner through different senses.
c) Create situations where learning has to be recalled.

8. Learning is affected by:

i) Goals and objectives.
ii) Aspiration.
iii) Knowledge of success.
iv) Praise and punishment.
v) Understanding.
vi) Age.
vii) Capacity to learn.
viii) Environment.
ix) Emotions.

Teaching Principles.

I. Teaching is an intentional process:

Every teaching has a definite purpose. It is not a hit or miss undertaking.

Extension teaching is altogether different from the formal class room teaching. It has many problems which are not common in class room teaching. Extension Teaching needs alot of effort on the part of the teacher.

The peculiarities of Extension teaching are:-

1. <u>Learners have a vast variation.</u>

   a) Educational qualifications.
   b) Experience.
   c) Interest.
   d) Intensity of need.
   e) Level of living.
   f) Cultural background.
   g) Age.

2. The plan of Extension teaching has to be flexible to meet the different demands of various people.

3. Extension teaching has to be done on actual life situation.

4 Teaching is according to needs and situations, interest of the people.

5. Subject matter depends upon the needs and interest of the villagers-'learners'.

6. Participation of learners is voluntary.

7. The teacher has to wipe out pre-conceived notions of the learners first and then convince about new ideas.

The group in conclusion feels about the knowledge and clear concept of the principles of learning and teaching and their application in the

Extension teaching will go a long way in imparting effective learning to village level workers Gramsevaks and Gramsevikas.

GROUP MEMBERS

Talur, C.V.	---	LEADER.
Misra, S.S.	---	RECORDER.
Mrs.Ahuja, Sushila.		
Sigamony, C.K.		
Gupta, Chandrashekhar		
Raju, M.D.R.		
Pandeya, B.D.		
Prof. K.Venugopal	---	CONSULTANT.

WORK GROUP VIII

DEVELOPMENT OF VILLAGE PLAN.

Introduction: Felt need of India is more production. In order to get more production systematic planning and efficient execution of the programme is required.

I. What is meant by programme planning?

Programme planning is an outline of activities so arranged as to enable to carry out the programme of work actually needed, under particular village situation in a given period of time efficiently.

Planning should take into consideration the resources available, both man and material in the particular village.

II. What is the importance of planning?

It is necessary to have a planning before the execution of any development work. Following points will show the importan of Programme Planning:-

1) Planning helps us to avoid waste of time, money and helps to carry out the work efficiently step by step.

2) It helps to achieve the main objectives in a systematic way.

3) It serves as a guide in carrying out the development activities.

4) Planning avoids confusion in carrying out both felt and unfelt needs.

5) Planning helps in evaluating the progress of the work.

6) Planning creates an opportunity to the villages to take part in the development work and know their problems.

7) Planning develops the growth of leadership amongst the villagers.

8) Planning gives an idea as to how we should proceed in fulfilling the plan under required conditions.

III. What are the major steps to be followed in preparing a sound programme of development at the:

1) Village Level

2) Block Level.

Village Level:

1) Before planning, a survey of the village should be done as per proforma given below:-

Name of Village.	Population Men, Women, Boys & Girls.	Cattle Wealth. Bullocks, Cows, Buffalows, Sheep.	Land under cultivation.
Major crops.	Irrigated acres.	No. of wells. New Old Sanitary.	Co-operative Societies. Types Nos. Nos. of Members.
Schools No. Boys Girls	Hospital Dispensary Health Centre.	Literacy Men Women	Village Institutions Name Nos.

-.-.-.

2) Objectives should be explained by conducting a meeting.

3) Select problems on the most felt needs and which will be of interest to the village people.

4) Plan should be prepared with the consultation of Village leaders and village institutions.

5) Villagers to know their own problems and find solution for themselves.

At the Block Level:

1) Plan should be prepared in conformity with the Central and State Government policies and in keeping with the needs of the people.

2) Planning should be flexible according to the needs and priority.

3) Planning should clearly show the assistance given by the Government under various items like social, economic and others.

4) Planning should be prepared to get the maximum participation of the village people.

5) Due consideration should be given to funds, availability of resources material etc., and the suggestions made by the village people while preparing the plan at block level.

IV. Who should be involved in developing a programme and how can their participation be obtained?

A.

1) Village people should be involved both individually and through their representatives.
2) Village institutions like panchayats, co-operative youth clubs, Mahila mandals etc, should be involved by giving some responsibilities.
3) Block advisory committee members, Block personnel and non-officials should also be involved.

B.

1) We should arouse interest to get maximum participation of village people.

2) Participation of village people by way of funds and physical labour should be obtained.

3) Participation can also be obtained by fixing the responsibilities on the local leaders and institutions.

4) Participation can be obtained by holding discussions with the group of villagers.

5) Participation can also be obtained by forming small local committees for execution and doing follow-up work. Examples of such committees suggested by my Group are:

   1) Women welfare committee.

   2) Food Production Committee.

   3) General works committee.

V. <u>How should a village and Block programme be organised and stated on paper for implementation?</u>

A. <u>Organisation:</u>

1) Programme is organised by contacting local committees and assigning specific duty to each committees.

2) Material required for the programme should be made available in time.

3) Ensuring that technical guidance is available.

4) Programme should be organised at the appropriate time.

5) The progress should be followed up.

<u>B.</u> <u>Stating the programme on paper.</u>

Programme once agreed upon, should be stated on paper. It should satisfy the following needs:

1) It should be clear.

2) It should specify the objectives.

3) It should indicate large and short term programme with year wise and month wise break up.

4) It should indicate the requirements of execution of the programme.

Examples of model programmes for introduction of smokeless chula and organisation of co-operative service in a village are given in Appendixes I & II.

VI. What uses should bemade of the programme?

The following are the uses of the programme:-

1) Programme serves as a guide book.

2) It helps in the careful execution of the programme.

3) It helps in checking and organising the work.

4) It helps to know as to what is actually happening in particular village.

5) Immediate requirements of the village is understood.

6) It helps to involve the people of the villages in the programme.

GROUP MEMBERS:

Venkatesha Murthy, K.N.	LEADER
Talati, C.R.	RECORDER
Kohli Shakuntala (Mrs.)	MEMBER
Rahim Unissa Begum (Miss)	"
Ramrao G	"
Ramrichhpal Gehleut	"
Verma, R.K.	"
Dr. B.N. Lal	CONSULTANT.

oOo

APPENDIX I.

MODEL PROGRAMME FOR THE INTRODUCTION OF SMOKELESS CHULAS IN A VILLAGE.

1. Introduction of smokeless chula in village homes.
2. Survey of the existing conditions:-
   a) Name of the village - Shahabad.
   b) Number of families - 100
   c) Number of the Smokeless Chulas - 0
3. Programme: Introduction of 100 chulas in three years. 1960-63.
4. Requirements:-
   1) Physical:-
      1. Clay, Cowdung, dry straw.
      2. Chimney pipes = 100
      3. Iron rings = 300 (100 of each size) (5", 7", 9" diameter).
      Iron rods (12") = 600
   2) Financial:-
      a. Total outlay = 200/-
      b. 1960 to 61 = 60/-
      c. 1961 to 62 = 60/-
      d. 1962 to 63 = 80/-

Subsidy to the extent of 50% will be required from the Government and the rest will be met from local contribution.

5. Steps involved in getting women's participation:

a) Holding meeting of village women leaders.

b) Group discussion with villagers in every locality.

c) Film show on smokeless chula.

d) Demonstrating the method making smokeless chula.

6. Sources from where the requirement can be met.

a) Local:

1. Clay and cowdung and dry straw will be available in the village homes.

2. Chimney can be made available from the local potters on payment.

b) Outside: Government aid from block fund.

7. Break up of programme for execution:-

		No. of Chulas.
Year	1960 to 61	= 30
"	1961 to 62	= 30
"	1962 to 63	= 40

8. Programme for one month.

Date	Programme	Who will carry out	Remarks.
January Ist week	Lady Social Education organisor will meet the Mahila Mandal Members and talk about the necessity of smokeless chula and posters exhibited will be on a smokeless chula.	The Gramsevika will intimate the members the previous day and the lady S.E.O. will talk to the women on the particular day Gram-Sevika and the Gram-Sevak will select the places to hang posters and will exhibit them on the first week.	

2nd week	L.S.E.O. and Gram-Sevika will demonstrate the making of Smokeless Chula to the Village leaders.	Gram-sevika will keep ready materials with the help of the Village Women for making smokeless chula.
	Discussion on who are willing to install a smokeless chula.	Gramsevika will hand over the list of women who are ready to construct chula to L.S.E.O.
3rd Week	Meeting the leaders and training them in making the smokeless chulas by installing in one home.	L.S.E.O. & Gramsevika will demonstrate in one of the women home who had wanted the smokeless chula in her home. Gramsevika will ask the women of the house to keep ready the materials.
4th week	The village leaders will fix up the programme with the village women who have expressed the desire for making the smokeless chulas in their home.	The Gramsevika visits the village on that day and help the village leader and the women of the house in making smokeless chulas.

oOo

APPENDIX II.

MODEL PROGRAMME FOR ORGANISATION OF A SERVICE COOPERATIVE IN A VILLAGE.

1. Survey:

Situation:	Location	Sihaul (Punjab)
Area:		2,000 acres.
Area under cultivation.		1,400 acres.

Pesture land.	100 acres.
Reserved Forest.	200 acres.
Unreclaimed land	300 acres.
Population.	200 families (1000 people)
Income Group:	Rs. 150/- p.m. & above = 20
	Rs. 100/- p.m. & above = 30
	Rs. 50/- p.m. & 100/- = 50
Below	Rs. 50/- p.m. = 100

Average Rainfall = 15"

Total No. of Cattle = 500

Cultivators = 150 families.

Agri. labourers = 50

The main occupation of the villagers is Agriculture. The land is fertile and is partly Nahri (Canal irrigated) and partly Barani.

II. Objectives:

To increase Agricultural production through organisation of Co-operative Society.

III. Existing problems:

1) The Villagers have to borrow money from the Village Banya for their needs and have to pay him interest at a very high rate. They need finance for their agricultural requirements at reasonable terms.

2) They are experiencing difficulty in marketing their produce and they do not get the reasonable price for it.

3) They have no arrangements for supply of improved agricultural implements, fertilizers, seeds and other consumers goods.

IV. Solutions considered:

Service Co-operative societies should be formed for the villagers to enable them to secure financial, technical and physical assistance from various Government agencies.

V. Problems selected:

i) To make arrangements for finance at reasonable terms.

ii) To inculcate the habit of thrift among the villagers.

iii) To arrange marketing facilities for their surplus produce.

iv) To arrange supply of improved agricultural implements, seeds, fertilisers etc.

VI. Plan of action:

Time	Action	Who is to carry out.
1:	2	3
July, 1959	Meeting of the Villagers to be conducted to explain the problems, solutions Co-operative Principles, & Bylaws of a Service Co-operative.	Action to be taken by E.O.Co-operation local leaders & V.L.W's.
August '59	Meeting of the promoters to be conducted and collection of share money from them. Election of managing committee and proposal for registration of a Service Co-operative to be sent to the Registrar, Co-operative societies along with the Bye-laws.	Board of Directors E.O. Co-op. & VL"s.

September '59	To apply for loan to the Central Co-op. Bank, membership of the neighbouring marketing society & Govt. grant as per rules. To obtain fertilisers and seeds agency.	Board of Directors in consultation with E.O. Co-operative.
October '59	Distribution of loan to the needy members for productive purposes. To supply consumer's goods Marketing produce through the Co-operative marketing society.	Board of Directors & members.
November '59	Arrange for the training of Secretary and other office bearers of the society.	Board of Directors in consultation with E.O. Co-Co-op.

oOo

WORK GROUP IX

Subject: MAKING THE PRACTICALS EDUCATIONAL BOTH ON AND OFF CAMPUS - OBJECTIVES, ORGANISATION, SELECTION, SUPERVISION AND OTHER RESPONSIBILITIES OF THE INSTRUCTOR.

Introduction

There have been constant efforts going on to bridge the gulf between men's inherited and environmental circumstances and the ideal in which humanity wants to live. This struggle is constant and almost universal. It is in accordance with this that our Government launched the Community Development Programme in 1952 in order to enable the people to improve their standard of living. In order to teach the people how to control the inherited and environmental forces to achieve the overall objective of higher standard of living, the most important of all personnel are the Gram Sevikas and the Gram Sevaks i.e. the Village Level Workers. These village level workers have to function as the friend, philospher and guide to the village people. Sometimes opinions differ on the roles of a V.L.W. but since the job of the village level worker is to help the villagers to locate their problems, to find out the remedies and to plan and programme, there should be no objection to their being described as a friend, philosopher and guide to the village people. The village level workers or the multipurpose workers as they are called must necessarily possess desired qualifications to tackle the job, teach the villagers " know how " and " do how". The need for imparting requisite training to these village level workers is obvious in which practicals occupy the most important position.

In the following few lines the different aspects of practical training in the overall training imparted to them are being considered. These Village Level Workers have to help the villagers to help themselves and, therefore, they have to bring about a change in their behaviour and attitude also.

This can be achieved only by doing and demonstrating the desired objectives under their own village conditions. This quality in the village level workers can be installed not merely by theoritical lectures but by supplementing the theoratical lectures by Practicals both on and off the campus in rural conditions and by other various means.

I. Scope of Practicals

A. Importance of Practicals

The importance of practicals in Extension Training programme may be assessed from the following qualities which a successful village level worker must possess:

1. Knowledge of important facts.
2. Information about rural people and their problems.
3. Subject matter knowledge e.g. farm, health etc.
4. Skill in programme development and extension method.
5. How to approach villager and communicate ideas.
6. Skill to analyse village problems.
7. Find out remedies of problems.
8. Skill in successfull demonstration of the treatments of village problems.
9. Proper attitude and aptitude for village work, village life and villages.

In view of the fact the importance of practicals lies in realisation that unless a practical bias is given to all the requisite qualifications as stated above, the village level workers cannot discharge their duties with confidence. The work is so delicate that even one failure on the part of these village level workers will make them lose confidence of cultivators and checkmate the programme.

B. Emphasis on Practicals.

The importance of practicals which means "Learning by doing" has come to be acknowledged by modern educationists all over the world. It is said that mere lecture means passing of information and what we hear we may easily disbelieve, what we see - seldom disbelieve and what we do, we rarely disbelieve. Practicals help to perfect the technique and thereby creates confidence and self reliance. Practical reduces fresh thinking and thereby tends to improve knowledge. Practicals can only be conducted in logical sequence which again is helpful in programme planning, teaches method of approach, group-working. Things learnt through practicals are retained in memory, for a longer period than those heard in theoratical lectures, resulting in developing leadership. Practicals draw attention, creates interest, develops desire, produces conviction, brings in action leading to satisfaction. Practicals lead to believe in dignity of labour and infuses creative skill. In fact many more reasons in favour of the usefulness of practicals can still be added and hence it is that the modern educationists lay greater emphasis on practicals than on theoratical lectures alone.

II. Objectives of the practicals

The overall objectives of the community Development Programme is raising the standard of living of the people in general. To achieve this overall objective there may be a number of specific objectives an example of one of which may be raising richer Paddy harvest, through the Japanese method of paddy cultivation. The specific objectives in the drive for Japanese method of paddy cultivation would require the supply and availability of the following materials:-

1) improved seeds.
2) fertiliser
3) Green manure seeds.
4) Irrigation facilities.
5) Plant protection aids.

6) Improved implements.
7) Market facilities.
8) The "know - how".

The general objectives of all practical work may be as under:-

a) Imparts scientific knowledge.
b) Induces the trainees to do things effectively in planned and organised manner.
c) Provides scope for applying the acquired knowledge to new situations.
d) Adds to the skill of the trainees.
e) Infuses group thinking and group action among the trainees.
f) Develop active and creative habits.
g) Instills initiative, originality and " think-work"- and " learn" by himself.
h) Developes belief in dignity of labour.
i) makes the trainee job-minded.
j) Developes love and sympathy for rural people and rural ways of life.
k) Developes confidence in his own ability to conduct a practical demonstration.

Before any practical is actually conducted, it is very necessary that the trainees have understood and accepted the objectives of the particular practical. This could be achieved by emphasising and repeating the key points and demonstrating in an effective learning situation followed up by group discussion, objectives test, questions and answers and rehearsals.

III. <u>Selection of practicals</u>:

In order that the selected practicals offer significant educational opportunity, become job related, problem oriented and educational in content contributing to the achievement of the overall objectives of raising the standard of living, the following factors have to be borne in mind.

1. Season
2. Level of knowledge of the group.
3. Size of the group.
4. Simple and easy to understand.
5. Region (to meet local needs)
6. Availability of resources.

Seasonal

A. Khariff

1. Hot weather vegetable cultivation.
2. Raising of paddy seed.
3. Transplantation of paddy.
4. Sowing of rainy season vegetables.
5. Top-dressing of paddy and sugercane.
6. Sowing Kurthi.

B. Rabi.

1. Preparation of field for wheat.
2. Preparation of seed bed and sowing of mustered, gingelly.
3. Preparation of seed bed and sowing of winter vegetables.

II Regional

A - For Plains

Cultivation of cotton, sugarcane, oilseeds, etc. etc.

B - For Hills -

Apples, pears and other hill fruits and crops.

C. Effective practicals

Practicals can be divided as :-

1. Class room practical
2. Field practicals on the campus.
3. Practicals in villages on cultivators' fields.
4. Practicals leading to immediate results.

Practical should be conducted at such a place in the first instance, where the V.L.W. can learn even by committing mistakes. For this, the campus is the ideal place. After he has acquired skill, practicals should be so designed that the trainees acquire knowledge, skill, confidence and attitude to carry out their jobs in the villages.

IV - Planning and organisation

A - Major items in a plan for periodicals

The major questions which should be kept in view in planning and organising practicals are :-

(a) What ? - (b) Why ? - (c) How ?
(d) Where ? - (e) When ? and (f) Who ?

The physical resource, time, place, season and funds should be taken into account while planning the practicals. In planning for the practicals the Principal, the Instructors and the Block - staff should join their heads together. Representatives of the trainees and progressive cultivators should also be associated in this meeting. The list of practicals so drawn up may thereafter be split up on yearly, monthly and weekly basis. The programme of field work may not be rigid but should be flexible to be adjusted, altered or given up in the light of changed situations unforeseen at the time of drawing the schedule. The total period available for each subject should be so divided between theory and practical that the latter finds its due place and emphasis in the general programme of teaching. The outdoor or field practicals should follow the logical sequence according to the demand schedule of the villages in that season.

B. Suitable time for practical and relationship with other programme.

The most suitable time for practicals specially the field practicals should be either morning or evening either prior to heavy meals or sufficiently

after such meals were taken. It should follow the connected class room teaching of the subject and should not precede theoratical lectures. After each practical trainees should invariably get some rest and even library assignment or some such job apparently considered physically right job should not follow practical.

Conducting the practicals
A. Steps

In order that the practicals are really educative, the following steps should be followed in logical sequence:-

1. Collection of relevant information should be made.
2. Quantity and quality of required materials to be ascertained and collected.
3. Materials and equipments required for the practical should be arranged in right order at right place.
4. Start the practical to be educative in the following way:-

    (a) State the job to the trainees.
    (b) Use simple language.
    (c) Find out what he knows.
    (d) Present the job.
    (e) Tell, show and explain.
    (f) One step at a time.
    (g) Emphasis key points.
    (h) Do job again.
    (i) Try out by questions.
    (j) Correct mistakes.
    (k) Continue until the trainee knows.
    (l) Evaluate.
    (m) Check frequently.
    (n) Quit checking when he knows.
    (o) Find out new sources to get help.

B. Qualities of instructor

In order that the instructor is able to conduct the practicals in the right way he should, among others, possess the following qualifications:-

(a) Ability to manage the group
(b) Mastry over the subject matter.
(c) Instructional skill.
(d) Democratic in outlook.
(e) Necessary aptitude for village work.
(f) Faith and conviction in the Plan.

C. Instructor as conductor of Practical

The instructor should not make the practicals a mere job assignment or make it a means only to keep the trainees engaged. He should be present during the practicals but so conduct himself that full opportunity is given to the trainees without undue interference and correct them when they commit mistakes by suggestions through leading questions. When the trainees have acquired the skill the physical presence of the instructor may also be done away with.

1) Evaluation of educational results of practicals.

Later the trainees may be evaluated by observing the skill with which each of them carries the practicals by:-

i) Oral tests,
ii) Group discussions to elicit why and how.
iii) The quality and quantity of achievement of each trainee

iv) Record maintained by them.
v) Periodically conducted objective tests.
vi) Field trip results.
vii) Systematic follow up studies of the trainees in the field.

VI PROPER SUPERVISION

A. What is understood by the term supervision?

The term " supervision" means to see that the practicals are done efficiently and perfectly.

B. The Instructor should use the following methods and techniques in supervising the practicals.

1) The trainees should be given a chance to practice what he was taught.
2) The instructor should test the ability of the trainee by putting questions now and then and correct errors.
3) The Instructor should not interfere often.
4) The Instructor himself may take part in the practical so that the trainee may not feel undignified.
5) Inattentiveness of the trainee should be prevented.
6) The trainee should be prevented from slipping away.
7) The Instructor should appriciate the good and punish the bad trainees.
8) Inefficient trainee may be asked to do again.
9) The Instructor can make the practicals interesting by putting witty and humourous questions relating to the subject.

10) The Instructor should find out <u>new sources</u> so that the trainees are kept engaged.

INSTRUCTOR - SHEPHERD

TRAINEES - SHEEP

1.	Sri Srivastava, G.N.	LEADER
2.	Sri Prasad, Narayan.	RECORDER
3.	Sri Arasamani, T.	Member.
4.	Miss Guha, Renu.	"
5.	Miss Rajeswari, Bai.	"
6.	Sri Satya Narayana, P.V.	"
7.	Sri Saudagar Singh, Sardar.	"
8.	Dr. B.N. Lal.	CONSULTANT.

WORK GROUP X

METHODS OF EVALUATING THE WORK OF V.L.Ws. IN THE CLASS ROOM, PRACTICALS AND IN THE VILLAGES.

Introduction:

No one has succeeded in life without involving in it the principles of evaluation knowingly or unknowingly. Progress and evaluation go hand in hand. In our Extension Training Centre, training will never be effective if the content, procedure and style of teaching are not being evaluated in relationship to physcial facilities and quality of trainers and trainees.

(I) Definition of Evaluation:

Evaluation means " to value" or to determine value of some thing. But evaluation as it applies to training centres may be defined as " a scientific process of assessing the desired changes brought about in a VLW trainee or Gram Sevika trainee in his or her knowledge, skills and attitudes as a result of teaching.

II. Importance of Evaluation in Training Centres:

1. It helps in understanding the progress made in terms of objectives.
2. It helps the teacher to know the deficiencies of the trainees.
3. It helps the teacher to know the merits and demerits of his teaching methods.
4. It is a yardstick to know what and how far trainees have understood the subject matter taught.
5. It helps the teacher in determining the future plan of action.

6. Evaluation also helps to improve the future system of evaluation.

7. It provides security, sense of accomplishment, confidence and feeling and satisfaction to both the trainers and the trainees.

8. It helps in developing the total personality of V.L.Ws.

III. Present Situation Regarding Evaluation in Training Centres:

The present methods of evaluation practised in various Extension Training Centres are as follows:-

(a) In the class-room:-

i) Oral questions.
ii) Surprise tests.
iii) Periodical and final written tests.
iv) Objective type tests.
v) Assessing the records.
vi) Attendance.
vii) Group discussion.

(b) In Camp Practicals:

i) Through assignment.
ii) Through questions.
iii) Through periodical tests.
iv) Through identifications.
v) Through practical records.
vi) Arranging competitions.
vii) Through observation while conducting practical.

(c) In field work :

i) Through contacting villagers.
ii) By assessing the work done in villages.
iii) By seeing the records.
iv) By oral questions.

(d) Extra curricular activities:

i) His participation in various hostel activities.
ii) His participation in cultural programmes.
iii) His participation in debates and sports.
iv) Use of library.
v) Attenting physcial training and prayer.
vi) Discipline and leadership.

2. Procedures and Techniques used in evaluation:

(a) Clarity of objectives:

Major steps in evaluating a given activity are as follows:-

i) Over all objectives (e.g. better living.)
ii) General objectives (e.g. more yield per acre)
iii) Specific objectives (e.g. skill in organising a cooperative society).

(b) Fixing standard for judging:

i) Class-room - Knowledge.
ii) Camp practical -Understanding.
iii) Field practical - Skill.

(c) Developing techniques to evaluate each of the five elements of learning:

i) The instructor.
ii) Learner.
iii) Subject-matter.
iv) Teaching equipment.
v) Physical facilities.

3. Fixing criteria for Evaluation:

While fixing criteria, the following conditions should be given due considerations:-

(a) Class-room: How far the trainee has understood the subject matter (his knowledge is to be tested)?

(b) Camp practical: What he does and how he does?

(c) Field practical: How he contacts the people?

(d) Extra curricular activities: How he takes initiative while participating in such activities?

4. Techniques of Evaluation:

a) Knowledge Test.
b) Understanding Test.
c) Performance Test.
d) Attitude Test.
e) Follow-up in the Block where the VLW/Gram Sevika is placed after training.

5. Development and application of evaluation devices:

a) Suitable proformas for evaluation should be developed at competent levels with a view to make objective evaluation of the training programme and they be provided to training centres for proper guidance, keeping in view local requirements.

b) Some instructors be given suitable training in evaluation procedures and developing records for such a type of programme.

c) Application device: The following persons should be involved in evaluation devices at the Training Centre:

i) Training Centre staff.
ii) Block staff.
iii) Local progressive farmers and village leaders.
iv) Representatives of village institutions like Panchayat, Cooperative Soceity and school.
v) Trainees.

6. Various sources to seek help in evaluation process at training centres.

a) Syllabus.
b) Library.
c) Discussion in staff meetings.

d) Other training centres.
e) Training Seminars.
f) Books and periodicals issued by Central and State Governments.
g) Evaluation organisation os State and Central Government etc.

7. <u>Suggestions to make evaluation more useful and perposeful</u>.

i) It should be done in scientific way.
ii) More emphasis should be given on evaluating. trainees' skill to apply knowledge gained at the training centre in village conditions.
iii) The instructor incharge should evaluate his trainees himself in field work instead of outside evaluators.
iv) Suggestions from Gram Sevak/Gram Sevikas working in the field should be invited periodically for improvement of the training programme..
v) "Quiz-system" or "Objective Test" may be introduced and developed at training centres.
vi) The training centre staff should undertake follow-up programme of the trainees after they have been appointed as Gram Sevaks/ Gram Sevikas in the Blocks for assessment of imparted training and its application in field to develop back the training programme at the training centre for future batches of trainees.
vii) The evaluation should be informal and job related to develop the VLWs/Gram Sevikas as a practical leader-worker.

8. <u>Effective use of Evaluation Results:</u>

i) It helps to bring change in teaching methods and procedures.
ii) It helps the instructors in planning of the training programme and its implementation, better than before.

iii) It helps the instructors to decide emphasis and priorities in selection and organisation of subject matter.

iv) It helps to develop necessary fascilities for improving content and quality of training.

v) It helps the trainee to improve his knowledge, skill and attitudes and develop his total personality.

GROUP MEMBERS:

Mohammad Amin	--	LEADER
Usmani, M.A.H.	--	RECORDER
Miss Sarla Devi		
Roy S.K.		
Subramaaraya Reddi T.V.		
Mishra, K.P.		
Vidyarthi, G.S.	--	CONSULTANT

PROFORMA NO. I

SUBJECT MATTER EVALUATION

Name of the month:-

Batch No:-

Sl. No.	Name of trainee.	Agri. I Theory.	Agri. I Practical.	Agri. II Theory.	Agri. II Practical	Agri. III Theory.	Agri. III Practical	Animal Husbandry Theory.	Animal Husbandry Practical.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.

Co-operation. Theory	Co-operation. Practical.	Panchyat. Theory	Panchyat. Practical.	Minor Engineering. Theory	Minor Engineering. Practical.	Public Health. Theory	Public Health. Practical.	Rural Industry. Theory.	Rural Industry. Practical.
11.	12.	13.	14.	15.	16.	17.	18.	19.	20.

Date.......

Signature of Instructor.

PROFORMA NO. II

EVALUATION OF FIELD AND VILLAGE WORK ASSIGNED TO TRAINEES

Name of month..........

Batch No............

Sl. No.	Name of trainee.	Total marks allotted for Field & Village Extension work. Projects assigned.	Marks allotted.	Marks obtained.	Remarks.
1.	2.	3.	4.	5.	6.

Signature of Instructor.

Proforma No. III.

ASSESSING THE PHYSCIAL FACILITIES.

(Please do not indicate your name)

Sl. No.	Item	Excellent	Very good	Good	Poor
1.	Class Room				
2.	Farm.				
3.	Dairy.				
4.	Library.				
5.	Laboratory for conducting practicals.				
6.	Museum.				
7.	Agri.Workshop.				
8.	Agri.Seed Stores.				
9.	Agri.Implements.				
10.	Plant Protection.equipment				
11.	Horticultural equipments.				
12.	Fisheries.				
13.	Bee-keeping.				
14.	Veterinary Hospital.				
15.	Nursery.				
16.	Poultry.				
17.	Cooperative Store.				
18.	Audio-visual Aids.				
19.	Equipment for recreation.				
20.	Child Welfare Centre.				
21.	Hostel facilities.				
	a) Ventilation.				
	b) Lighting.				
	c) Bath facilities.				
	d) Kitchen arrangement				
	e) Food				

N.B:- Please indicate your opinion in following terms:-
A=Excellent; B=Very Good; G= Good; D= Poor.

SEMINAR STAFF

Overall Supervision

Dr. J.C. Ramchandani	--	Directorate of Extension, New Delhi.
Dr. J. Paul Leagans.	--	Consultant, Ford Foundation, New Delhi.
Dr. B.N. Lal.	--	Directorate of Extension, New Delhi.
Dr. H.W. Butt.	--	Directorate of Extension, New Delhi.

Local Administration

Shri G.S. Vidyarthi.	--	Directorate of Extension, New Delhi.
Shri Shyam Narain Singh.	--	Directorate of Extension, New Delhi.
Miss V. Bhandari.	--	Directorate of Extension, New Delhi.

Speakers and Consultants:

Dr. J.C. Ramchandani.	--	Directorate of Extension, New Delhi.
Dr. J. Paul Leagans.	--	Consultant, Ford Foundation, New Delhi.
Dr. B.N. Lal.	--	Directorate of Extension, New Delhi.
Miss Ellen L. Moline.	--	Consultant (Home Economics) Ford Foundation, New Delhi.
Miss Sybil Bates.	--	Consultant, T.C.M. Hyderabad.
Prof. K. Venugopal	--	Professor of Extension Education, Hyderabad.

Shri G.S. Vidyarthi..	--	Directorate of Extension, New Delhi.
Shri Shyam Narain Singh.	--	Directorate of Extension, New Delhi.
Miss V. Bhandari.	--	Directorate of Extension, New Delhi.
Dr. H.W. Butt.	--	Directorate of Extension, New Delhi.

....

PARTICIPANTS

The following Instructors of Extension Training Centres participated in the Work Seminar for its entire duration.

ANDHRA PRADESH

Shri B. Krishna Rao, Samalkot.
Shri B. Narasimha Rao, Samalkot.
Shri D. Peter, Bapatla.
Miss Kamala Devi, Samalkot.
Shri G. Rama Rao, Nandyal.
Shri M.D.R. Raju, Rajendranagar.
Shri M. Rama Rao, Anakapalli.
P. Rajeshwari Bai, Kalahasti.
Shri R.V. Satyanarayan, Gopannapalam.
Miss Rahim Unissa, Rajendranagar.
Shri T.V. Subramanya Reddi, Kalahasti.

ASSAM

Shri B.N. Gogoi, Gorhat.

BIHAR

Shri B.D. Pandeya, Ranchi.
Shri M.A.H. Usmani, Bakhtiarpur.
Shri M. Prasad Singh, Ranchi.
Shri Narayan Prasad, Patna.
Shri N.C. Gorai, Gaya.
Mrs. Rameshwari Mukerjee, Ranchi.
Shri Satya Deo Sarma, Muzaffarpur.

BOMBAY

Shri C.R. Talati, Junagarh.
Sarojini P. Hajirnis, Poona.
Shri S.R. Deshmuk, Amravati.

KERALA

Shri R. Kumara Pillai, Peroorkada.
Sarala Devi, Kottarakara.
Vijayalakshmi, Kottarakara.

MADHYA PRADESH

Shri Iswar Chander Barjatia, Satrati.
Shri K.C. Kapur, Powerkheda.
Shri Mohammad Amin, Chandkhuri.
Shri N.S. Dhopte, Gwalior.
Mrs. Kohli, Powerkheda.
Shri P.S. Dange, Betul.
Shri S.S. Misra, Nowgong.
Shri Y.C. Kamara, Obaidullaganj.

MADRAS

Shri A. Suryanarayana Sarma, Bhavanisagar.
Shri G.K. Sigamony, Koilpatti.
Shri S. Sivasankaran, Pattukkottai.
Shri T.V. Balasubramanian, Aduthurai.
Shri T. Arasamani, Koilpatti.
Shri T.S. Rajagopalan, Krishnagiri.
Shri T. Kanagasabapathi, S.V. Nagaram.

MYSORE

Shri B.M.B. Byrappa, Mandya.
Shri C.V. Talur, Dharwar.
Shri M.R. Kamath, Kudige.
Sarojini R. Kusnur, Dharwar.
Shri Venkatasha Murthy, Raichur.

ORISSA

Shri S. Panda, Bhubaneshwar.

PUNJAB

Shri Gulzar Singh Dhillon, Nabha.
Shri Ramrichhpal, Sirsa.
Sushila Ahuja, Nabha, Punjab.
Shri Saudagar Singh, Sirsa.

RAJASTHAN

Shri B.D. Upadhyay, Kotah.
Shri Abdul Aziz Baig, Deoli.
Shri S.N. Arora, Erinpura Road.

UTTAR PRADESH

Shri G.N. Srivastava, Pratapgarh.
Shri K.S. Pangtey, Bakshi-Ka-Talab, Lucknow.
Shri K.P. Mishra, Allahabad.
Shri P.C. Prasad, Azamgarh.
Shri R.K. Verma, Pratapgarh.
Shri Rajendra Kumar Sharma, Chirgaon.
Shri S.A.H. Zaidi, Lakhaoti, Bulandshahr.
Kumari Urmil Chib, Dohai, Merrut.
Shri Z.U. Zuberi, Lakhna (Etawah)

WEST BENGAL

Shri S.K. Roy, Malda.
Shri B.B. Banerji, Fulia.
Shri B.K. Bose, Burdwan.
Renu Guha Neogi, Fulia.
Shri S.K. Roy, Burdwan.

...

நூலகம்